

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

28 October 2025

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Introduction and Update

Nau mai, haere mai ki te Poari o Te Kura Tuarua o Te Kauaeranga.

Welcome to the first regular full meeting of the new Board, following the recent triennial elections. With the co-option of two additional members, we now have a Board of eleven. The Board brings a valued range of experience, fresh perspectives, and strong Māori representation—an important aspect of effective and inclusive governance.

Many thanks to all members for their willingness to serve and for the commitment they bring to this important role. The collective mahi and partnership between governance and leadership remain central to the continued success and direction of our kura.

I trust that the special meeting (induction) on 15 October was valuable for all in exploring the complexities of the governance role. With strong communication and connection, I am confident we can navigate these complexities together and continue to act as a unified and effective team.

Ehara taku toa i te toa takitahi, engari he toa takitini – my strength is not that of an individual, but of the collective.

Board Update: Key Ministry and Sector Developments

1. Education and Training Amendment Bill (No 2)

The *Education and Workforce Committee* has reported back on **ETAB 2**, recommending:

- **Attendance Plans** – Schools' plans must include strategies to address absences and their causes.
- **Strategic Planning Timeline Extension** – Boards' next *Strategic Plans* will now commence **1 January 2027** (not 2026).
 - Annual Implementation Plans for 2026 will still be required.
 - 2025 Annual Reports must still be submitted as usual.The Bill is expected to pass before the end of this year.

As noted, in at the special meeting, significant preparation to meet the original timeline had been completed, yet this is good news as beneficial for the board and management (workload and timeframes).

We did decide to continue with conducting the community strategic survey as a way fo getting valuable evaluation information for the board.

2. Attendance, Achievement and Assessment

a. Attendance Strategy and Data-Driven Support

The Ministry continues a **targeted, data-informed approach** to improve attendance.

- Analysis includes **eight datasets** (e.g., daily attendance, unjustified absences, chronic non-attendance).
- Data helps identify schools for additional support via the **Stepped Attendance Response (STAR)** model, policies, and whānau engagement.
- School-level data will not be published. This aligns closely with our own local focus on consistent attendance tracking and intervention.

b. New Attendance Service Contracts

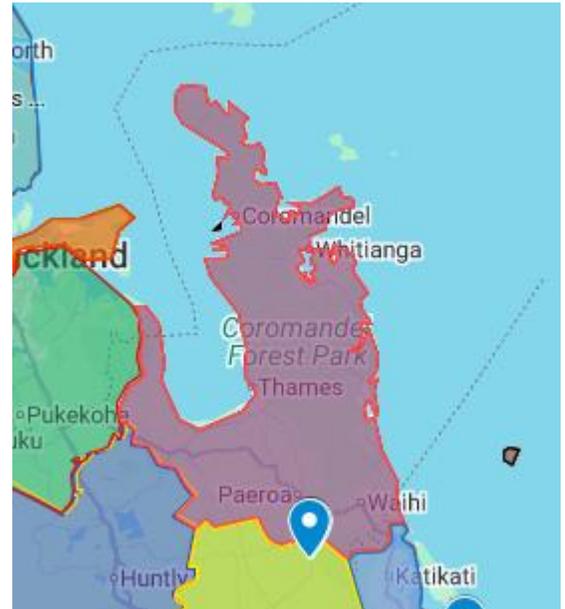
New **attendance service provider contracts** have been awarded nationwide, including **Child Abuse Prevention Services (CAPS)** for our local catchment ([Coromandel-Hauraki-Thames-Waihi-Paeroa](#)).

It is a significant catchment for CAPS, and we will continue to work with them to help manage chronic attendance cases.

c. ERO Attendance Report Findings

A recent ERO report indicates improved attitudes toward attendance:

- 73% of students now believe daily attendance is important (up from 67% in 2022).
- Fewer parents view extended absences as acceptable (31%, down from 41%). While encouraging, sustained focus remains critical.



3. Curriculum Refresh – Final Release and Implementation Timeline

The Ministry of Education has now released the [final Years 0–10 curriculum content](#) for *English / Te Reo Rangatira* and *Mathematics and Statistics / Pāngarau*, to be implemented from the start of **Term 1, 2026**. The previous “Understand, Know, Do” framework has been replaced with new “Knowledge” and “Practice” areas. The remaining learning areas and wāhanga ako are scheduled for release on **28 October 2025**, and will be required from **2027**.

While this represents an important milestone in the national curriculum refresh, I share the widespread concern expressed across the sector about the compressed implementation timeline, significant workload implications, and the limited time available for professional learning, planning, and resource alignment. I am especially concerned about how this implementation can be managed alongside the ongoing uncertainty surrounding the review of qualifications and assessment, which continues to evolve and create uncertainty for teachers and school leaders.

Together, these developments place considerable pressure on us, like all schools, to respond to substantial system change with limited clarity and capacity.

Next Steps and Governance Awareness

We will continue to monitor Ministry and NZQA guidance as further information is released through *Tāhūrangi* and NZQA channels. Our focus will be on:

- Supporting staff to engage with the refreshed curriculum content in a **measured and manageable** way.
- Ensuring that any **curriculum planning, assessment, and professional learning priorities** for 2026 are aligned and realistic.
- Keeping the Board informed of **implications for staffing, PLD investment, and workload management**.

The leadership team will bring further updates once the Ministry releases additional implementation resources and NZQA confirms its next phase of the qualifications review.

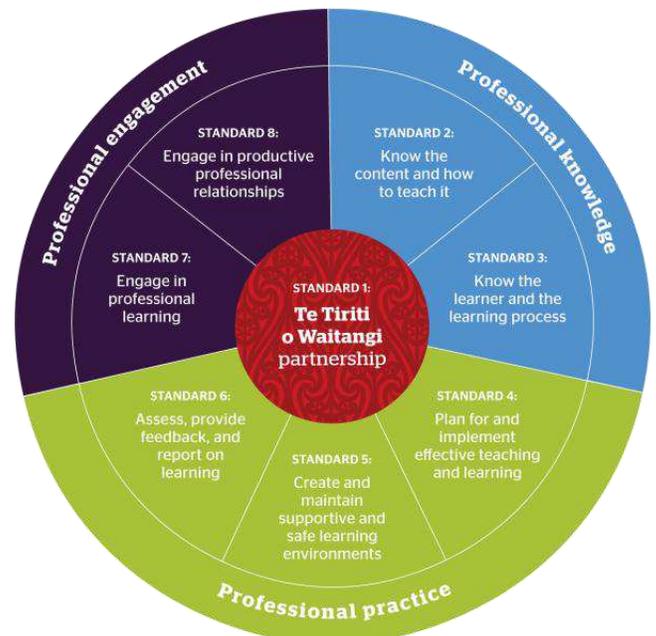
The teacher only day on Friday 14 November 2025, held at HPC, focus on having time to work in curriculum groups (e.g. English, Maths, Science, etc.) to collaborate with other schools on curriculum and NCEA changes.

The Refreshed National Curriculum

2025	2026	2027	2028	2029	2030
English and Te Reo Rangatira 0-6 and Mathematics and Statistics and Pāngarau 0-8 required to be used	English and Te Reo Rangatira 0-10 and Mathematics and Statistics and Pāngarau 0-10 required to be used All learning areas, wāhanga ako and curriculum frameworks available. Encouraged use of all Year 9 content	Full curriculum required to be used for Years 9-10 For Years 0-8 use requirements are extended to include Science and Pūtaiao, Social Sciences and Te Ao Māori, Health & Physical Education and Waiora	All Years 0-11 learning areas, wāhanga ako and curriculum frameworks required to be used	All Years 0-12 learning areas, wāhanga ako and curriculum frameworks required to be used	All Years 0-13 learning areas, wāhanga ako and curriculum frameworks required to be used
English 0-6 Te Reo Rangatira 0-6	English 0-10 Te Reo Rangatira 0-10	English 0-10 Te Reo Rangatira 0-10	English 0-11 Te Reo Rangatira 0-11	English 0-12 Te Reo Rangatira 0-12	English 0-13 Te Reo Rangatira 0-13
Mathematics and Statistics 0-8	Mathematics and Statistics 0-10	Mathematics and Statistics 0-10	Mathematics and Statistics 0-11	Mathematics and Statistics 0-12	Mathematics and Statistics 0-13
Pāngarau 0-8	Pāngarau 0-10	Pāngarau 0-10	Pāngarau 0-11	Pāngarau 0-12	Pāngarau 0-13
		Science 0-10 Pūtaiao 0-10	Science 0-11 Pūtaiao 0-11	Science 0-12 Pūtaiao 0-12	Science 0-13 Pūtaiao 0-13
		Social Sciences 0-10	Social Sciences 0-11	Social Sciences 0-12	Social Sciences 0-13
		Te Ao Māori 0-10	Te Ao Māori 0-11	Te Ao Māori 0-12	Te Ao Māori 0-13
		Health & Physical Education 0-10	Health & Physical Education 0-11	Health & Physical Education 0-12	Health & Physical Education 0-13
		Waiora 0-10	Waiora 0-11	Waiora 0-12	Waiora 0-13
		The Arts 9-10	The Arts 0-11	The Arts 0-12	The Arts 0-13
		Toi Ihiihi 9-10	Toi Ihiihi 0-11	Toi Ihiihi 0-12	Toi Ihiihi 0-13
		Technology 9-10	Technology 0-11	Technology 0-12	Technology 0-13
		Hangarau 9-10	Hangarau 0-11	Hangarau 0-12	Hangarau 0-13
		Learning Languages 9-10	Learning Languages 0-11	Learning Languages 0-12	Learning Languages 0-13
		Ngā Reo 9-10	Ngā Reo 0-11	Ngā Reo 0-12	Ngā Reo 0-13
		Te Reo Pākehā 9-10	Te Reo Pākehā 0-11	Te Reo Pākehā 0-12	Te Reo Pākehā 0-13

4. Updated Professional Standards for Teaching (from 2026)

- Earlier this year, the Teaching Council consulted on proposed changes to the *Professional Standards for the Teaching Profession*. These are confirmed for implementation
 - the Professional Growth Cycle (PGC) from 2026, and
 - as the basis for re-certification from 2027.
- The standards are grouped into **three domains** with **eight standards** in total.
- The key shift in language emphasises “**ensuring the changes are lived, not just written**” within each teacher’s *Professional Growth Cycle* (PGC).



- Resources and guidance are being developed to support implementation — the hope is that these enhance rather than add to workload.
- We will work to incorporate into our PGC processes to ensure we are compliant. The update has been shared with teaching staff, and we will use the support materials for appropriate PLD, either late in 2025 or early 2026.
- Further details are available on the [Teaching Council website](#).

5. Careers Roadshow Reports and Youth Pathways

Two resources from the recent **Careers Roadshow** have been provided by Helen Flynn (TCDC) and her team. These have been shared with all staff, and I think make for interesting context for us as a board.

- The [Careers Roadshow Summary Report 2025](#) provides practical insights into strengthening **career education across all curriculum areas**, not only within the Careers Department.
- The [IntractionZ youth data graphic](#) for Thames offers a snapshot of local youth aspirations, interests, and challenges — and allows useful comparison across regions (e.g., Coromandel, Whitianga).
- This work aligns with our ongoing focus on **curriculum relevance, engagement, and pathways to employment** — all key to retention and motivation.

6. Artificial Intelligence (AI) in Assessment

There is updated **guidance from NZQA and the Ministry** affirms that AI use in marking must adhere to three principles:

- **Teacher responsibility and professional judgement**
- **Human oversight**
- **Appropriate use**

AI tools should support — not replace — teachers' professional judgement.

Nationally, there is increasing recognition that assessment design may need to shift (e.g., oral exams, live or process-based assessments) to maintain authenticity. Universities have recently moved away from AI detection software in favour of these approaches.

In sharing with teaching staff I made the comment that "the way AI affects assessment is something that is evolving quickly. You may have heard that universities are no longer using AI to detect AI, and other such moves, both internationally and in NZ."

- <https://www.rnz.co.nz/news/national/574517/universities-give-up-using-software-to-detect-ai-in-students-work>
- The move to written exams, oral assessment, etc. where people are physically having to engage are some of the modes that are becoming the norms for areas where such validity is wanted.

- <https://www.rnz.co.nz/news/national/574615/ai-in-the-classroom-is-hard-to-detect-time-to-bring-back-oral-tests>
- "To avoid AI in education, redesign assessments to focus on skills AI cannot replicate, such as critical thinking and personal experience, and use methods like real-time, in-person, or live digital assessments that are harder to cheat on. Other strategies include focusing on the process over the product, integrating creative outputs instead of traditional essays, and designing tasks that require personal reflection or original research."
- [This source](#) calls it a 'wicked problem'

6. Safety Awareness: "Escape. Hide. Tell."

A national campaign from NZ Police promotes preparedness for rare armed offender incidents in public spaces.

The key message:

- **Escape** if it's safe.
- **Hide** and silence devices.
- **Tell Police** via 111 when safe.

As recommended by the Ministry of Education, we will ensure this information is integrated into emergency preparedness discussions.

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress – NCEA

Summary of NCEA progress to date by year level (22 October 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
	22 Oct	19 Aug	22 Oct	19 Aug	22 Oct	19 Aug	23 Oct 2024 (Aug 2024)		
Average credits achieved this year	46.4	26.8	51.4	33.9	40.4	21.8	42 (21)	55 (41)	38 (24)
Average credits attempted	55.3	32.8	58.7	38.2	46.1	25.1	49 (24)	63 (45)	41 (26)
Number of students*	76	78	68	71	49	51	78 (79)	60 (66)	48 (49)
Number who have achieved L1 Literacy	65	52	63	62	48	50	59 (41)	57 (62)	47 (47)
Number who have achieved L1 Numeracy	60	44	65	68	48	50	65 (58)	59 (64)	46 (46)
Number who have achieved UE Literacy	N/A	N/A	1	1	28	21	N/A	12 (0)	17 (16)
Number who have achieved NCEA	14	0	30	4	12	4	10 (1)	29 (11)	8 (2)
Number who have achieved previous NCEA level	N/A	N/A	NCEA Level 1: 59	NCEA Level 1: 60	NCEA Level 2: 45	NCEA Level 2: 45	N/A	NCEA Level 1: 54	NCEA Level 2: 35

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 22 October 2025:

- 18 international students (down from 19 in August), 9 NCEA, and 9 NON-NCEA (down from 10)

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	52.3	72.0	73%	50.3	59.4	85%
12	4	45.8	51.5	89%	53.3	60.8	88%
13	2	50.0	61.5	81%	40.0	45.4	88%
Total	9	48.9	60.6	81%	48.8	56.3	87%

Summary of NCEA progress Credits, by year level / Gender – ranges (22 Oct 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	4	3	1	13	8	12	7			51
M		1		1	1		3	11	5	6	1		29
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 @ 24 June	1	5	17	19	20	10	4	1					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 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		2	3	2	3	10	6	7	1			35
M		1		1	2	4	7	8	6	2		2	33
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 @ 24 June	1	4	8	25	22	10		2				1	73
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 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			1	2	4	3	8	3	1			2	24
M		2	2	2	4	5	3	2	1	2	1	1	25
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 @ 24 June	4	5	9	21	8	2	1	2		1			53
Total @ 23 Oct 2024	1	4	9	13	7	9	3	1	1				48

1.2 Achievement Progress – Literacy and Numeracy

We have now received the second-round results for the New Zealand Qualifications Authority (NZQA) **Common Assessment Activities (CAAs)** for the Literacy and Numeracy co-requisite standards.

These assessments remain a critical opportunity for our students to demonstrate foundational reading, writing and mathematics skills and critical co-requisites for gaining National Certificate of Educational Achievement.

Numeracy

Year	Total	Numeracy gained		CAA	Additional pathway	After CAA 1
9	93	3	3.2%	3	0	
10	93	42	45.2%	42	1	
11	87	61	70.1%	51	30	
12	74	69	93.2%	48	54	
13	51	50	98.0%	33	19	

Literacy

Year	Total	Literacy gained		CAA	Additional pathway
9	93	0	0.0%	0	0
10	93	43	46.2%	43	0
11	87	65	74.7%	50	59
12	74	65	87.8%	47	59
13	51	49	96.1%	2	26

Both Literacy and Numeracy

	No LIT		No LIT Total	Yes LIT		Yes LIT Total	Grand Total	<--- LIT
Year	No NUM	Yes NUM		No NUM	Yes NUM			<---- NUM
9	90	3	93				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		49	49	51	
Grand Total	154	17	171	14	208	222	393	

Comparison – July 2025 (after the first CAA, and mid-year check point)

	No LIT		No LIT Total	Yes LIT		Yes LIT Total	Grand Total	<--- LIT
Row Labels	No NUM	Yes NUM		No NUM	Yes NUM			<---- NUM
9	89	3	92				92	
10	55	10	65	11	18	29	94	
11	37	8	45	10	36	46	91	
12	4	11	15	2	61	63	78	
13	1	1	2		53	53	55	
Grand Total	186	33	219	23	168	191	410	

As of 23 October 2025

Year 9

- Three students obtained the numeracy corequisite (through the CAA 3 out of 4 entered) – no change

Year 10

- **43** gained literacy corequisite (via the CAA) – an increase of **14**.
 - Of those, 35 also achieved numeracy corequisite (i.e. **35** have the complete co-requisite) – an increase of 17.
- **46** do not yet have literacy corequisite – a decrease of 19 (one student has left)
 - Of those **7** have numeracy
- So a total of **42** have numeracy - an increase of **21**.
- **39** have neither literacy nor numeracy – a decrease of **16**.

Year 11

- **65** have gained literacy corequisite – an increase of **19**
 - Of those, **60** also achieved numeracy corequisite (i.e. **60** have the complete co-requisite) – an increase of **24**
- **21** do not yet have literacy corequisite – a decrease of 44
 - Of those **5** have numeracy

- So, a total of **65** have numeracy – an increase of **19**
- **20** have neither literacy nor numeracy – a decrease of **17**

Year 12

- **69** have gained literacy corequisite – increase of **6**
 - Of those, **64** also achieved numeracy corequisite (i.e. **64** have the complete co-requisite) – an increase of **3**.
- 5 do not yet have literacy corequisite – a decrease of 10
 - Of those **1** has numeracy
- So, a total of **72** have numeracy – no change
- **4** have neither literacy nor numeracy – no change (as students have changed)

Year 13

- **50** have gained the literacy corequisite (*a decrease of 3, as students have left*)
 - Of those, **49** also achieved numeracy corequisite (i.e. **49** have the complete co-requisite)
- 2 do not yet have literacy corequisite
 - Of those **1** has numeracy
- So, a total of **50** have numeracy
- **1** has neither literacy nor numeracy

The data once again highlights, while there have been increases in the rates of achievement, that significant proportions of taiohi are yet to meet these standards. This reinforces our imperative, as a board and leadership team, to ensure our literacy and numeracy programmes are robust, targeted and aligned to support every student's success.

Literacy pathway

Count of L1 Lit (Yes / No)	No	No Total	Yes L1 Lit		Yes Total	Grand Total	<---- Literacy co-req
	No		No CAA	Yes CAA			<---- CAA
9	93	93				93	
10	46	46		43	43	89	
11	21	21	15	50	65	86	
12	9	9	18	47	65	74	
13	2	2	47	2	49	51	
Grand Total	171	171	80	142	222	393	

- Year 10 – 43 / 43 obtained literacy via the CAA
 - **43/89 = 48% literacy** (July: 29/90 = 32%)
- Year 11 – 50/65 obtained literacy via the CAA; **15** via the additional pathway, e.g. Achievement Standards (internal assessments).
 - 50/86 = 58% CAA; 65/86 = **76% literacy** (July: 46/90 = 51%)

- Year 12 – 47/65 CAA; 18 via additional pathway.
 - 47/74 = 63% CAA; 65/74 = **88% literacy** (July: 63/78 = 81% literacy)
- Year 13 – 2/49 CAA; 47 via additional pathway or restricted (U/S) pathway that was available in 2023 and 2022.
 - 2/51 = 4% CAA; 49/51 = **96% literacy**

Numeracy pathway

Count of L1 Num (Yes / No)	No	No Total	Yes L1 Num		Yes Total	Grand Total	<---- Numeracy co-req
	No		No CAA	Yes CAA			<---- CAA
9	90	90		3	3	93	
10	47	47		42	42	89	
11	25	25	10	51	61	86	
12	5	5	21	48	69	74	
13	1	1	17	33	50	51	
Grand Total	168	168	48	177	225	393	

- Year 10 – 42 / 42 obtained numeracy via the CAA
 - 42/89 = 47% numeracy** (July: 28/90 = 31%)
- Year 11 – 51/61 obtained numeracy via the CAA
 - 51/86 = 59% CAA; 61/86 = **70% numeracy** (July: 44/91 = 48% numeracy)
- Year 12 – 48/74 CAA; 21 via additional pathway.
 - 48/74 = 65% CAA; 69/74 = **93% numeracy** (July: 72/78 = 92% numeracy)
- Year 13 – 33/51 CAA; 17 via additional pathway or restricted (U/S) pathway that was available in 2023 and 2022.
 - 33/51 = 65% CAA; **50/51 = 98% numeracy** (July: 54/55 = 98% numeracy)

Finally, a breakdown of Reading and Writing rates

Year	CAA: Reading Not Writing	CAA: Writing Not Reading	CAA: Writing AND Reading	CAA: Neither Writing or Reading	L1 LIT	No Lit	Additional	Total
10	17	6	43	21	43	46	0	89
11	17	3	50	12	65	21	15	86
12	15	1	47	10	65	9	18	74
13	2	1	2	46	49	2	47	51
Tot	51	11	142	89	222	78	80	300

The Common Assessment Activities (CAAs) for literacy continue to show clear variation between Reading and Writing achievement across year levels. Writing remains consistently lower than Reading at every level, reflecting both national trends and the greater challenge of extended written communication.

Commentary by Year Level

Year 10

- **Reading success:** 60 students (67%) achieved Reading.
- **Writing success:** 49 students (55%) achieved Writing.
- **Both Reading & Writing:** 43 students (48%).

This first full Year 10 CAA cohort shows a promising start, though a 12-point gap between Reading and Writing achievement highlights a need for stronger writing support and feedback opportunities.

Year 11

- **Reading success:** 67 students (78%) achieved Reading.
- **Writing success:** 53 students (62%) achieved Writing.
- **Both:** 50 students (58%).

Overall literacy outcomes are improving, with most students now having achieved literacy through either CAA or Level 1 Literacy. Writing continues to trail Reading by around 16 percentage points, consistent with national data.

Year 12

- **Reading success:** 62 students (84%) achieved Reading.
- **Writing success:** 48 students (65%) achieved Writing.
- **Both:** 47 students (64%).

Senior students show steady improvement, particularly in Reading, reflecting accumulated literacy exposure. However, the Reading–Writing gap widens further, reinforcing the need to sustain explicit writing development even in senior classes.

Year 13

- **Reading success:** 4 students (8%) achieved Reading.
- **Writing success:** 3 students (6%) achieved Writing.

Most Year 13 students have already gained Literacy through Level 1; remaining participants are those still working toward completion.

Overall Trends

- Across Years 10–13, **65%** of students achieved Reading, compared with **52%** achieving Writing.
- **142 students (47%)** achieved both Reading and Writing.
- The consistent 10–20 percentage-point gap between Reading and Writing indicates writing remains the greater challenge across year levels.
- Early intervention, particularly in Years 9–11, will be crucial to ensuring students meet the Literacy co-requisite before reaching senior years.

Next Steps

- Prioritise **explicit writing instruction** and opportunities for authentic writing practice across all learning areas.
- Use **CAA diagnostic feedback** to inform targeted classroom strategies.
- Continue **staff professional learning** in literacy pedagogy, with a focus on Writing.
- Monitor progress and ensure most students achieve the co-requisite by the end of Year 11 to reduce senior-year remediation.

- National Data

Standard	Total Participating	Achieved Overall	Event 1 – Participating	Event 1 – Achieved (%)	Event 2 – Participating	Event 2 – Achieved (%)
Reading	85,590	61,425 (71.8%)	57,383	61.3%	45,670	57.5% www2.nzqa.govt.nz
Writing	86,418	58,803 (68.0%)	55,260	55.4%	50,770	55.6% www2.nzqa.govt.nz
Numeracy	94,098	59,298 (63.0%)	63,477	57.1%	52,321	44.1% www2.nzqa.govt.nz

- The **overall achievement rates** for 2025: Reading 71.8%, Writing 68.0%, Numeracy 63.0%.
- Achievement rates in **Event 1** and **Event 2** differ significantly — for example, Numeracy fell from 57.1% in Event 1 to 44.1% in Event 2.
- The data suggest many students who did not achieve in the first attempt had a second attempt (Event 2), which impacted the overall figures.
- These figures provide a national benchmark for comparison with our school's results and help inform our local literacy and numeracy strategies.

CAA Literacy Success – Years 10 and 11

Our local results for the Common Assessment Activities (CAAs) in Literacy show encouraging participation and progress, particularly in the junior secondary years.

For **Year 10**, 89 students participated, with **67% achieving Reading** and **55% achieving Writing**, and nearly half (48%) achieving both. This reflects strong early engagement and the value of introducing CAAs as a formative and diagnostic learning tool.

For **Year 11**, performance remains steady with **78% achieving Reading** and **62% achieving Writing**, and **58% achieving both components**. Most Year 11 students who did not achieve in Year 10 have now met literacy through either CAA or Level 1 Literacy.

However, caution is required when making comparisons with national data. Unlike many schools that restrict CAA entry to students considered ready or at risk of not meeting literacy requirements, **our approach is to assess the whole Year 10 cohort** and then reassess only those students who still need to meet the standard in Year 11. This inclusive approach means our participation rates are higher — and, naturally, success percentages appear lower than schools assessing only selected students. Despite this, the data provide a valuable picture of cohort-wide literacy development and ensure early identification of students requiring additional support. The Year 10 to Year 11 progression trend shows that many students make the expected gains with targeted teaching and time, validating the decision to embed CAAs as part of our whole-cohort literacy strategy.

2. Personnel

2.1 Staffing

- Resignations
 - Mrs Ruth Howes – Librarian - retirement
 - Mrs K Curnow – Teacher of Science / Biology – moving to Auckland (family reasons)
 - Mr C Nixon (0.2 FTE) – Teacher of ESOL – retirement (although day relief wanted)
- Vacancies
 - We are currently seeking (*currently at the shortlisting stage*)
 - Teacher of Digital Technology
 - Teacher of Science / Horticulture
- Appointments
 - **Karen Anderson** - Accounts / Payroll Officer (15 hours, permanent, replacement for F Croymans, for family reasons)
 - **Sarah Moffit** - Teacher Aide (10 hours, permanent, replacement for J Major, to pursue a contract overseas)
- We (business manager and principal) are reviewing 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 will collate available information on current use and consider how other local schools utilise and manage their resources.
- Any further updates will be in person at the meeting.
- The internal fixed term roles for 2026 have been advertised from 25 September. Closing date was Monday 13 October, but with other demands we have yet to make appointments. We aim to complete our processes in the next couple of weeks. Several fixed term roles are reviewed annually, for a variety of reasons. By way of consultation beyond SLT, there is an invitation for HoDs/staff to suggest other priorities and comment on the roles that have been put forward.
Reference: [Staffing & Roles and Responsibilities 2026](#) (including the fixed term roles)

Staffing 2026 - overview

- The big picture (updated from what was shared with HoDs / board, at the end of July)
- The MoE have confirmed our provisional staffing for 2026.
 - MoE have estimated a roll of 403 (Y9-13, including those doing WINTEC courses).
 - THS roll-based **staffing** for 2026 is **34.37** FTE (full-time teacher equivalents), down from **34.57**. The main factor in the loss of 0.20 is the impact of the loss of Kahui Ako within school teacher time.
 - Same units / allowances in 2026: **MU (46), MMA (26) and SSMA (3)**.
- **Our actual roll** for 1 March 2026, when our staffing is confirmed, may be lower than the MoE estimate, as we do not know exactly the retention rates for Years 12 and 13 especially, and there is uncertainty as we have people moving in both out and into the area, as the economy struggles.
- We know that there are people who choose other schools, and the main reasons are the same as in other years. Those with siblings already happy at HPC, or other reasons for other schools (including sport codes, friends of those that have siblings at HPC, avoidance of specific people, opportunities a larger school may offer, etc.). We have several potentially transitory enrolments too, and that makes predictions trickier.
- Our **operational grant** is based on actual numbers on 1 March 2026, and the board currently fund two (2) teaching roles from operations (2 FTE – the funding sustains more than two roles). We may not be able to do that if our

operations grant is reduced. We are currently in the process of setting the draft budget for 2026. Provision for board-funded staffing is yet to be confirmed. The funding comes from the operational grant, including Gateway, the secondary-tertiary programme, and international surplus, etc. and determining priorities for such funds. If the international market is not as strong, or Wintec numbers fall or do not start until the end of the year, then we have challenges.

- We are always cautious until we get our 1 March roll and therefore more certainty of the sustainability of staffing / positions. That is the main reason we do not confirm budgets until next year as there may be adjustments based on final numbers.

3. Finance and Property Management

3.1 Property and Finance Reports

The property committee met on Monday 20 October, and this is reported on under committee business.

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.

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

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

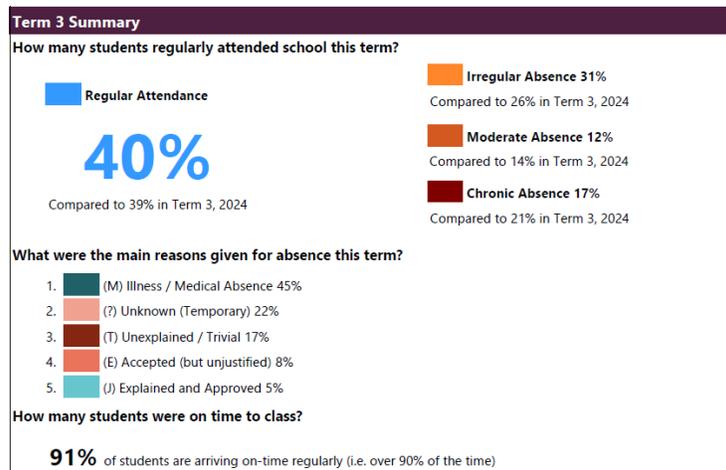
4. Physical and Emotional Environment

4.1 Attendance

Attendance Term 3

The MoE have provided our [Everyday Matters Report for Term 3](#), based on data sent from KAMAR. It appears the issue with how the 'on time to class' is being calculated by the MoE is finally accurate. 91% sounds much better than around 50% reported previously.

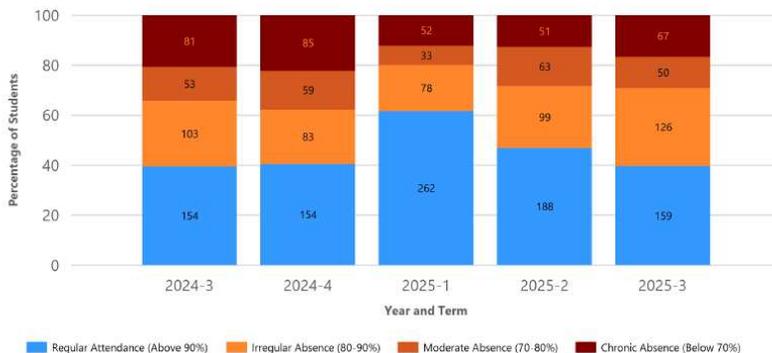
Key information:



Student Categories	Student with	Equivalent to
Regular attendance	over 90% attendance	missing fewer than 5 days across a term
Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
Chronic absence	70% attendance or less	absent for 15 days or more across a school term

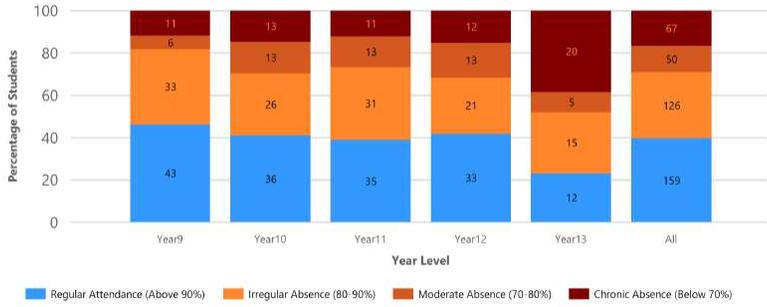
How have your student attendance categories changed over the last 5 terms?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



How are your student attendance categories distributed by year level?

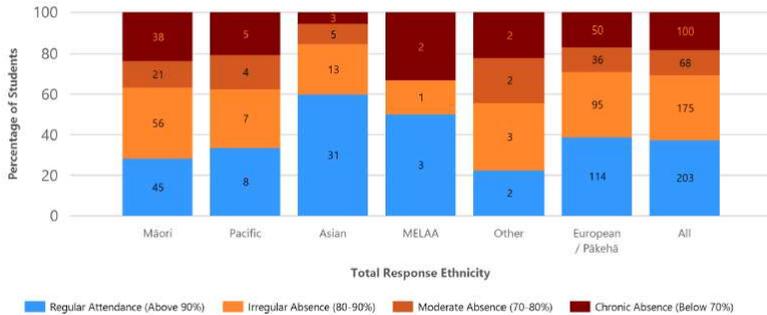
NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



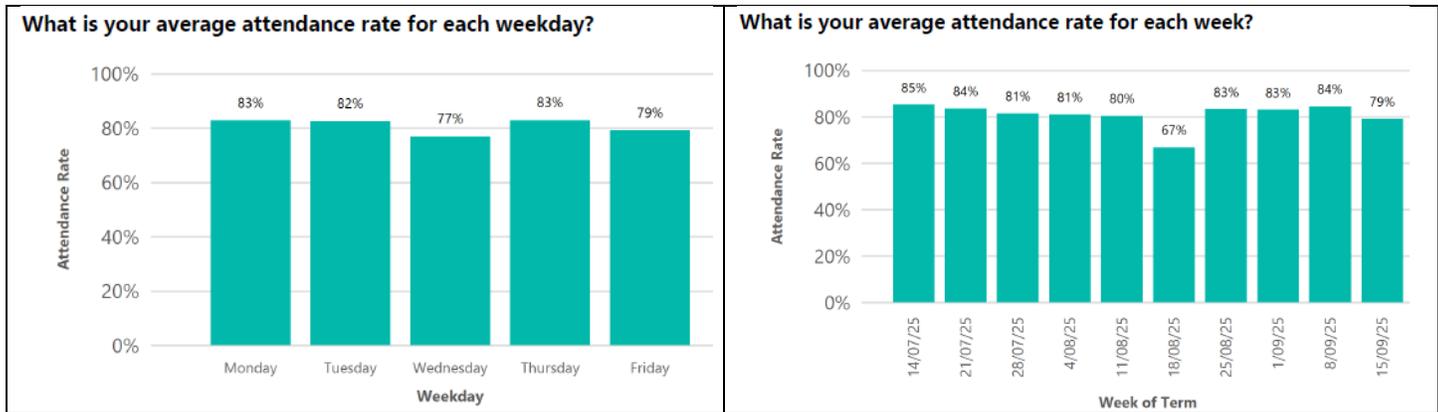
In Term 3 of Year 2025, Year 9 had the highest proportion of students attending regularly, with 46% of students at school above 90% of the time.
 In Term 3 of Year 2025, Year 13 had the highest proportion of students with chronic absence, with 38% of students at school less than 70% of the time.

How are your student attendance categories distributed by ethnicity?

NOTE:
 • Students who identify with more than one of these ethnic groups are counted in each.
 • Percentages are shown on the vertical axis while the bars show the actual number of students.
 • Where there are small numbers in a group, please interpret with caution



In Term 3 of Year 2025, Asian ethnic group had the highest proportion of students attending regularly, with 60% of students at school above 90% of the time.
 In Term 3 of Year 2025, MELAA ethnic group had the highest proportion of students with chronic absence, with 33% of students at school less than 70% of the time.

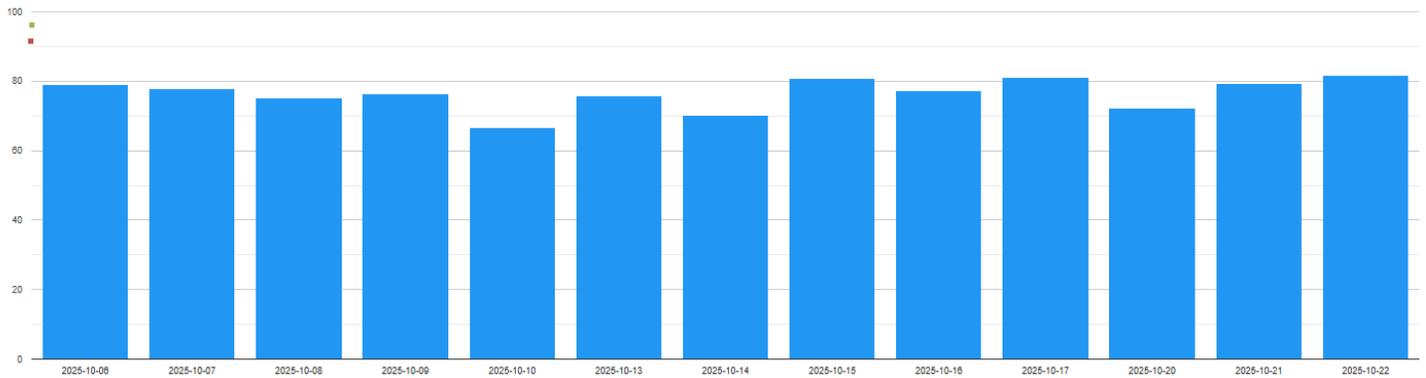


Recent Trends – Term 4

Daily % attendance for the start of Term 4, up to Wednesday 22 October 2025

- Friday dip, week 1.
- Impact of partial strikes on year levels, other than the 'target' group is hard to discern.

- Year level break down further below highlights the senior school is our main attendance issue, especially Year 13.



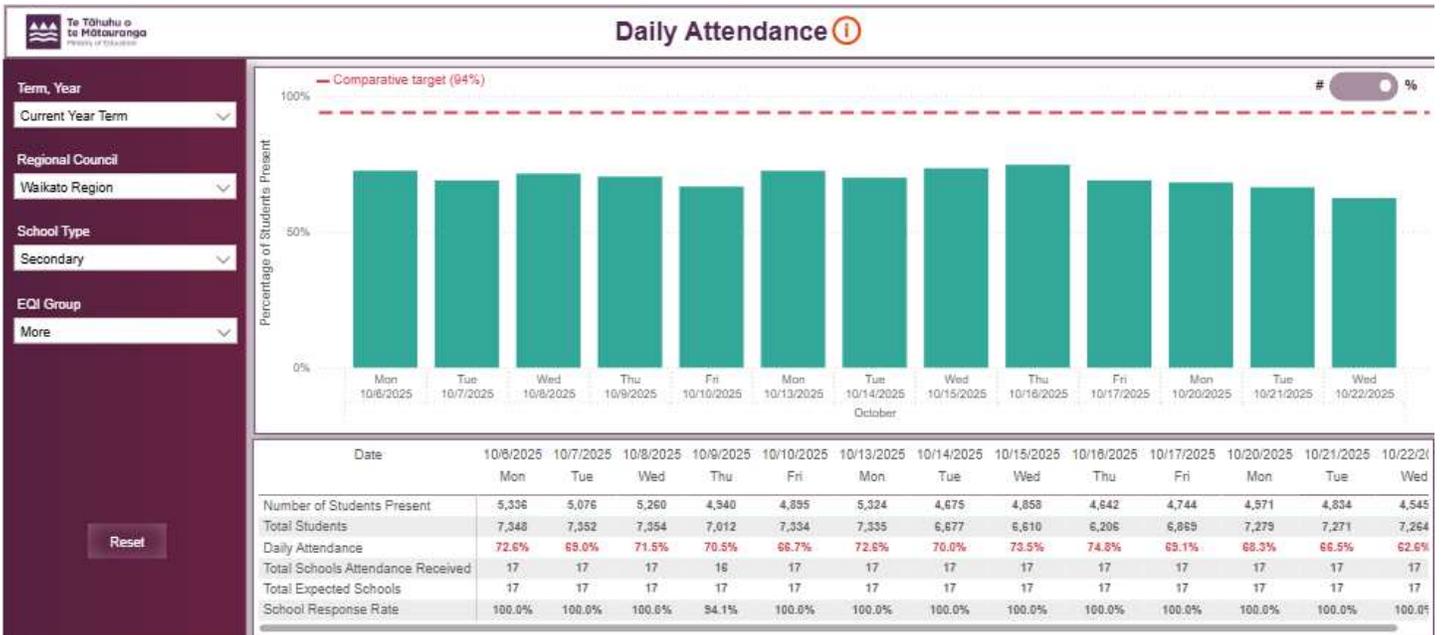
Key: ■ = 94% **daily target** to meet the target of 80% attending regularly (90% +) ■

Comparative data

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

Ref: <https://www.educationcounts.gov.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.



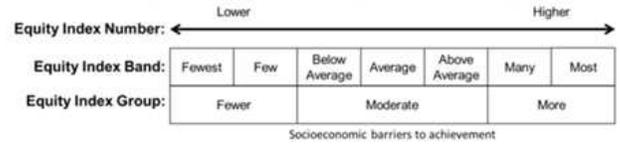
Our EQI (489) is at the upper end of the 'moderate' band – more (495 to 569) / 'moderate' (429 – 494).

The 'more' average is presented above.

Average figures for 'moderate' are below.

From this perspective, our attendance is more in line with “moderate” than “more” needs.

Figure One: Overview of EQI Bands and Groups.



Date	10/6/20 Mon	10/7/2025 Tue	10/8/2025 Wed	10/9/2025 Thu	10/10/2025 Fri	10/13/2025 Mon	10/14/2025 Tue	10/15/2025 Wed	10/16/2025 Thu	10/17/2025 Fri	10/20/2025 Mon	10/21/2025 Tue	10/22/2025 Wed
Daily Attendance	86.3%	84.9%	83.4%	82.4%	79.8%	83.9%	80.9%	82.3%	85.7%	81.7%	82.1%	82.0%	77.0%

Day	Year 9	Year 10	Year 11	Year 12	Year 13	"All"	Waikato EQI "More"	Waikato EQI "Moderate"
M 2025-10-06	89.8	89.2	91.7	85.6	59.5	85.3	72.6	86.3
T 2025-10-07	89.6	88.5	86.6	84.9	66	84.7	69.0	84.9
W 2025-10-08	89.1	86.7	85.5	77.7	58.3	81.6	71.5	83.4
Th 2025-10-09	89.1	83.7	90.5	79.7	68.3	83.7	70.5	82.4
F 2025-10-10	86.4	77.6	80.6	80.4	57.2	78.2	66.7	79.8
M 2025-10-13	88.9	86.3	85.3	79.1	64.3	82.5	72.6	83.9
T 2025-10-14	0	73.9	81.2	74.1	49.7	71.9	70.0	80.9
W 2025-10-15	87.6	42.9	84.1	88.3	57.5	81.3	73.5	82.3
Th 2025-10-16	86.6	81.5	0	0	53.3	77.4	74.8	85.7
F 2025-10-17	87.3	78.1	81.6	77.3	0	81.1	69.1	81.7
M 2025-10-20	76.5	72.2	74.8	79.7	57	73.3	68.3	82.1
T 2025-10-21	87.1	85.8	79.1	85.7	71.9	82.8	66.5	82.0
W 2025-10-22	86	86.3	84	79.8	69.9	82.4	62.6	77.0

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

The first 10 days of Term 4, 2024 for comparison:

- Year 13 worse, Year 10-12 better in 2025 than 2024.

Date	Year 9	Year 10	Year 11	Year 12	Year 13
2024-10-14	86.9	84.2	89.3	75.7	74
2024-10-15	85.2	81.9	84	75	79.8
2024-10-16	81.6	80.8	94.1	72.1	76.9
2024-10-17	82.4	81.8	88.2	75	76.9
2024-10-18	83	76.1	87.6	67.9	74
2024-10-21	78.3	80.8	88.7	66.9	73.8
2024-10-22	85.1	86.9	87.6	66.2	78.8
2024-10-23	85.6	74.3	83.4	65.5	83.3
2024-10-24	75.6	83.3	80.7	74.6	65.7

4.2 Roll

Current Roll (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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SA = satellite unit (Goldfields) – not on our roll, so true total = **393 (374 residents, 19 International)**

At 25 Oct 2024, the roll was **385**, including 19 international, so **363** residents, excl. NA – not attending) Therefore, approximately 11 more students than at this time of year, although some students are currently in the process of signing out as we reach the end of the regular senior timetable.

Comparison (25 Oct 2024)

Type	Count	9	10	11	12	13
FF	19	0	0	7	8	4
NA	3	1	1	0	1	0
RE	363	88	87	78	61	49
SA	4	4	0	0	0	0
Total	389	93	88	85	70	53

Recent changes

Leavers Summary

Leavers Data Report Period 16 August to 22 October 2025

During the report period:

- Eight (8) students have left Thames High School
 - One (1) FF student returning to Japan
 - One (1) Year 9 left for another school
 - Two (2) Year 10 – one for another school and one turned 16 – unknown
 - One (1) Year 11 – End of schooling (16) – to employment
 - Two (2) Year 12 – one expelled, one continuous absence
 - One (1) Year 13 – End of schooling (17) – to employment (gained NCEA L3)

New Enrolments

During the report period, there were seven (7) new enrolments

- Two (2) Year 9 students
- Two (2) Year 10 students
- Two (2) Year 11 students
- One (1) Year 12 student
- 5 Females, 2 males

1 September Roll Return

The Roll Return was completed as required (for Term 4 operational funding).

2025:

Summary of rolls	<u>2025</u>	-	-	-
	FTTE incl FF and AE	RE	<u>STP</u>	<u>AE</u>
MAR	416.8	377	21	0
JUN	399.0	365	20	0
JUL	391.4	358	18	1
SEP	390.6	356	17	1

2024 Comparison

Summary of rolls	2024			
	FTTE incl FF and AE	RE	STP	AE
MAR	404.6	366	22	1
JUN	394.0	358	21	1
JUL	387.0	351	21	1
SEP	381.0	345	21	1

2023 Comparison

Summary of rolls	2023			
	FTTE incl FF and AE	RE	STP	AE
MAR	408.1	372	22	5
JUN	383.0	353	21	1
JUL	383.0	352	21	1
SEP	376.2	347	20	1

Reasons

4.3 Stand-downs and Suspensions

- There has been two (2) stand-downs and one (1) suspension in the period 21 August to 22 October 2025.
 - The decision for this suspension was to expel the student.
- Board members may refer to the [stand-down and suspension summary](#) for a breakdown of reasons and taiohi / students (year level, gender, and ethnicity).

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

5. Compliance/ Legislation

Term 3 2025 Policies for Ratification are included in the board agenda.

Term 3 2025 Assurances are included in the board agenda.

Term 4 2024 Policies for Review are advised in the agenda.

Ngā manaakitanga



Michael Hart

Tumuaki/Principal