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

30 June 2025

Contents

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress - NCEA

- This is the second update for 2025, with the average number of credits gained increasing as expected (11 cr at level 1, 9 cr level 2 and 7 cr level 3). Year 11 and Year 13 are ahed of their respective counts last year, although it is too early to say if this is due to an increased success rate or more publishing at this date. Year 12 credits are, on average, about the same as in 2024.
- A big increase in Year 11 students with level 1 literacy, up to 37 from 17, since last month.
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Summary of NCEA progress to date by year level (24 June 2025)
- Earned in the **current year.**
- In the next column, the previous month's data (18 May 2025)
- Comparison figures from June 2023 (20 June 2023)

	Year 11 /Level 1		Year 12/ Level 2		Year 13/ Level 3		Year 11 /Level 1	Year 12/ Level 2	Year 13/ Level 3
	24 June	18 May	24 June	18 May	24 June	18 May	18 June 2024 (21 May 2024)		
Average credits achieved this year	17.4	6.3	24.3	15.0	14.1	7.4	12.5 (2.2)	25.4 (18.2)	10.2 (6.0)
Average credits attempted	21.8	7.6	27.3	17.0	16.7	8.8	14.8 (2.5)	28.7 (21.0)	11.0 (6.8)
Number of students*	77	78	73	75	53	55	85 (85)	71 (72)	49 (51)
Number who have achieved L1 Literacy	37**	17**	63	63	51	53	31 (31)	65 (66)	47 (50)
Number who have achieved L1 Numeracy	35	35	67	66	51	53	57 (57)	68 (69)	46 (49)
Number who have achieved UE Literacy	N/A	N/A	0	0	22	21	N/A	0 (0)	16 (16)
Number who have achieved NCEA	0	0	3	0	0	0	0 (0)	0 (0)	0 (0)
Number who have achieved previous NCEA level	N/A	N/A	NCEA Level 1: 57	NCEA Level 1: 56	NCEA Level 1: 44***	NCEA Level 2: 45	N/A	NCEA Level 1: 54	NCEA Level 2: 35

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

** Big increase due to Literacy credits from two internals – one in GEO1 and one in ENG1

*** one Y13 leaver has NCEA L2

International students' progress is monitored by the International Programme Manager.

Summary of NCEA progress Credits, by year level / Gender – ranges (24 June 2025)

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 monitor NCEA progress and achievement.
These data, along with estimated credits and overall teacher judgements, are used to refine the list of students who 'are not on track' for NCEA and work to put interventions in place.

Year 11 / Level One	Credits towards L1 (ranges) – numbers of students *Need at least 80 L1+ credits, incl. 10 cr literacy and 10 cr numeracy*											
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F		5	8	10	14	7	2	1					47
M	1		9	9	6	3	2						30
Total @ 24 June	1	5	17	19	20	10	4	1					77
Total @ 22 May	6	16	24	20	8	4							78
Total @ 18 June 2024	3	8	14	22	17	19	1		1				85

- 0 credits: One student. Has 70% attendance and is not completing work set. Support plan in place.
- 1-9 credits: 5 students, all female, who are yet to achieve literacy and numeracy in Year 10. One has 25% attendance, one 45% and the others are between 70-85%. Credit success rate between 28 – 50%.

Year 12 / Level Two	Credits towards L2, ie. L2 + (ranges) – numbers of students *Need at least 60 L2+ credits, plus at least 20 cr at level 1, incl. 10 cr literacy and 10 cr numeracy*											
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F		2	5	10	13	6							36
M	1	2	3	15	9	4		2				1	37
Total @ 24 June	1	4	8	25	22	10		2				1	73
Total @ 22 May	2	12	25	24	9	1	1					1	75
Total @ 18 June 2024	2	4	15	13	25	10	2						71

- 3 students have achieved NCEA level 2. Two have been in an accelerated programme, and one has gained several level 2 credits in 2024, through additional vocational standards.
- 0 credits: One student. Has 50% attendance and not yet with NCEA level 1 (literacy). The other student without credits in May has left for another school (moving town)
- 1-9 credits: 4 students. One attendance of 35%, two about 70% and one about 80%, one has level 1 literacy and numeracy, two have literacy but not numeracy, and one has neither literacy nor numeracy. One has achieved all the credits attempted (4) and has portfolio subjects that do not publish results early, two have low success and attempting rates. Unlike previous years, the picture is more complicated than mainly attendance issues.

Year 13 / Level Three	Credits towards L3, ie. L3 + (ranges) – numbers of students *Need at least 60 L3+ credits, plus at least 20 cr at level 2+, incl. 10 cr literacy and 10 cr numeracy*											
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F		2	5	13	2			1		1			24
M	4	3	4	8	6	2	1	1					29

Total @ 24 June	4	5	9	21	8	2	1	2		1		53
Total @ 22 May	5	12	21	6	5	3	2		1			51
Total @ 18 June 2024	3	12	20	9	2	3						49

- 0 credits: Four students = two with individual pathways (special needs) without NCEA Leve 2, so that is a target qualification. Two with attendance around 80% % but in several subjects with portfolios so no level 3 credits published yet. The fifth student without credits in May has left for employment.
- 1-9 credits: 5 students. Two have attendance 80-89% Two 70-79% and one above 95%. One has 100% success but only attempted 6 cr at this stage. The success range is 23 – 70%. Completion rates of work are low for three of this group. One did not earn NCEA level 2 last year, but all have level 1 literacy and numeracy.

1.2 Reporting to parents (term 2)

The Term 2 written reports, one of the two 'formal' reports for the year.[1] have been published and serve the foundation for the taiohi-whānau-kaiako hui (conferences) held on Tuesday 24 and Thursday 26 June. Teachers have been encouraged to specifically invite parents/caregivers to attend where there may be need for attention or concern, for instance, if taiohi are not yet on track to achieve, or whose progress is less than expected.

Reporting periods are a busy time for teachers, and a call to get as much assessment information as possible ready to report. The effort that goes into these is much appreciated.

The reports include:
- Key Learning Indicators (Years 9-13) for each subject
- Assessment Summary - progress and summative assessments
- A Comment by Rōpū and whānau kaitiaki - Term 2 and 4 – summarising overall achievement and/or progress, attitudes to learning and mentoring, attendance (if appropriate) and involvement in co-curricular activities.
- NCEA Summary (Years 11-13) – entries and results to date, and what is needed to achieve NCEA.
- Overall teacher judgements (Years 11-13) - estimated number of credits, as clear indications of on track for subject achievement, etc.

In addition, there is information about attendance, involvement in co-curricular activities.

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[1] Section 127(2)(b) …the board must: b. give effect to its obligations in relation to…iii. monitoring and reporting students' progress. Section 165(1)-(3) As above. ... 3. The board must ensure that information about a student's performance is given to a parent of the student in a timely manner and in a form that is readily understandable. (at least twice a year).

The four learning indicators are: effort, progress, respect for learning and respect for others.

The average grades are presented below.
- 38% of females (up from 30% in Term 1) have an average progress indicator grade of excellent, compared with just over 18% of males (up from 14% in Term 1).
- Relatively low proportions of both females and males (approximately 5%) have **needs attention** and **cause for concern** as an average grade.

While the average grades give some indication of school-wide attitudes these data are best used by rōpū and whānau kaitiaki with kaiāwhina to home in on taiohi who need extra support.

We need to also acknowledge the awesome young people who have settled into great habits and have great attendance.

Average Progress Indicators - Term 2 2025
Gender
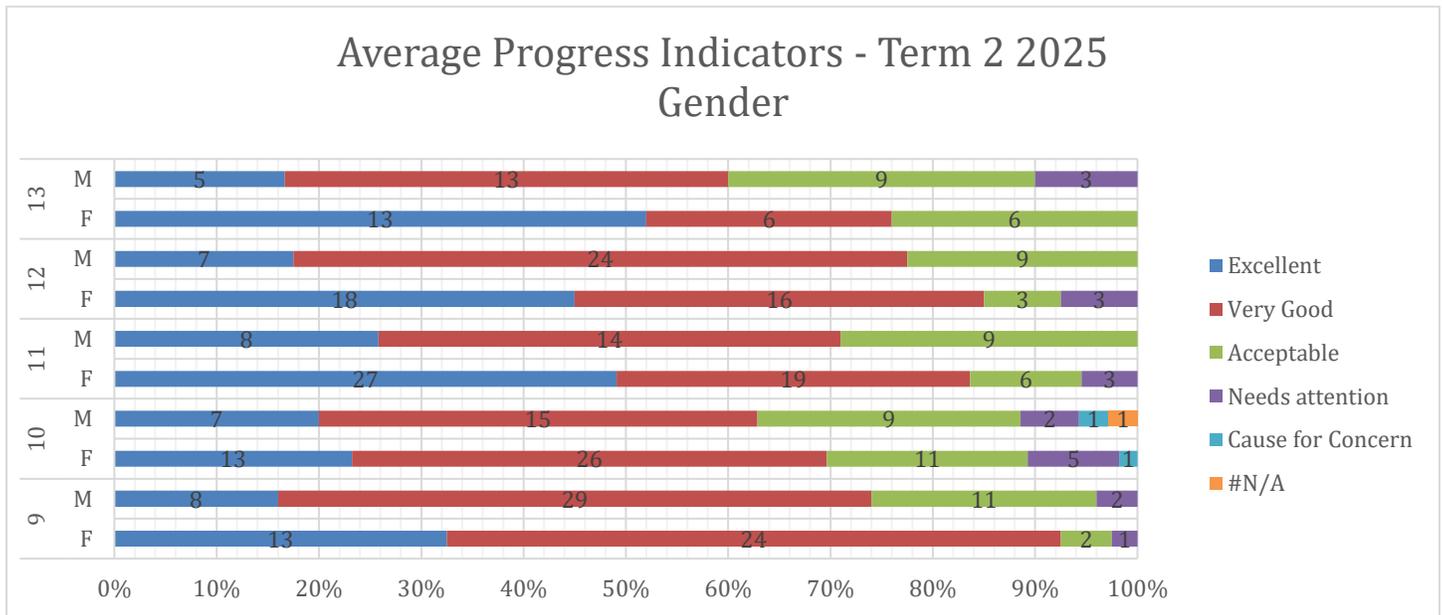
Māori have a lower proportion of excellence grades (15%) compared with 32% for European. These figures represent priority ethnicities, whereas the picture is more complex as many taiohi identify as both Māori and European. Almost 10% of Māori have a needs attention / cause for concern average. Often this is linked to the attendance concerns, therefore impacting on progress.

Average Progress Indicators - Term 2 2025
Ethnicity
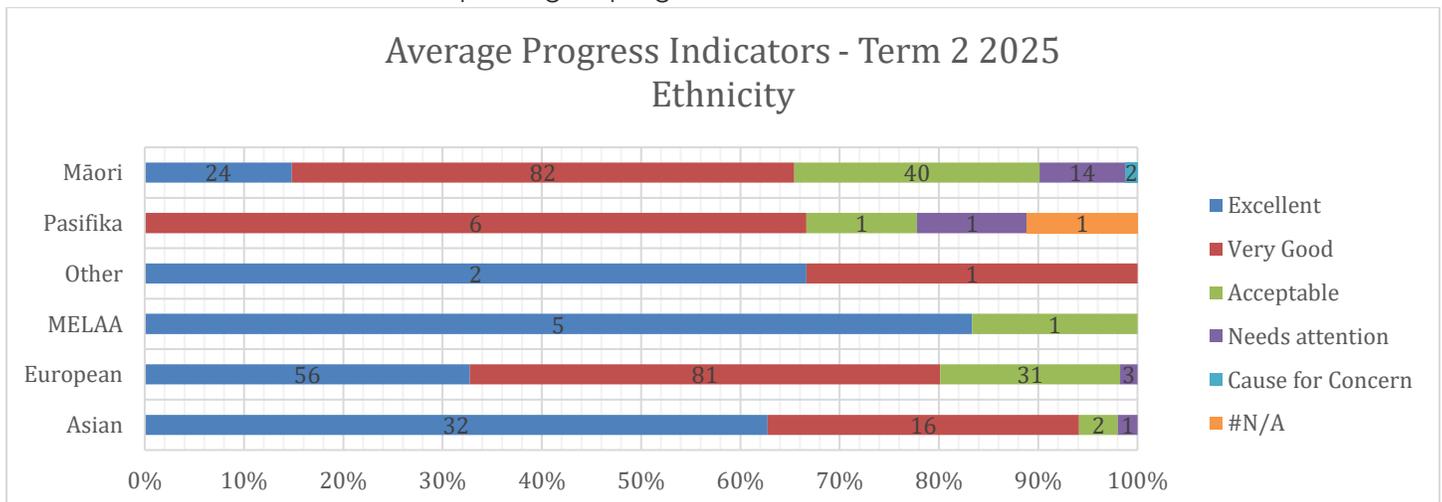
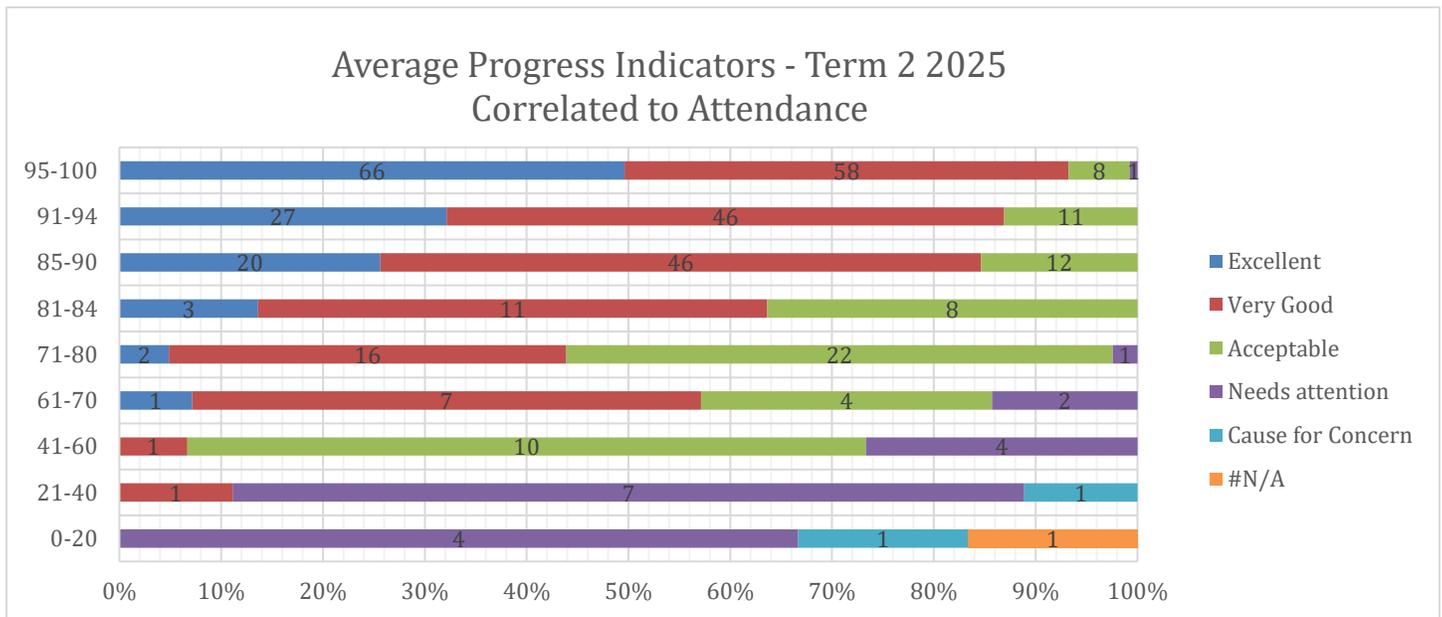Viewed by Year Level there is a clear indication that that Year 13 to 11 females have more positive indicators that other groups. The disparity between genders is smallest for Year 10, and greatest in the senior school.

Average Progress Indicators - Term 2 2025
Gender

Year	Gender	Excellent	Very Good	Acceptable	Needs attention	Cause for Concern	#N/A
13	M	5	13	9	3		
13	F	13	6	6			
12	M	7	24	9			
12	F	18	16	3	3		
11	M	8	14	9			
11	F	27	19	6	3		
10	M	7	15	9	2	1	1
10	F	13	26	11	5	1	
9	M	8	29	11	2		
9	F	13	24	2	1		
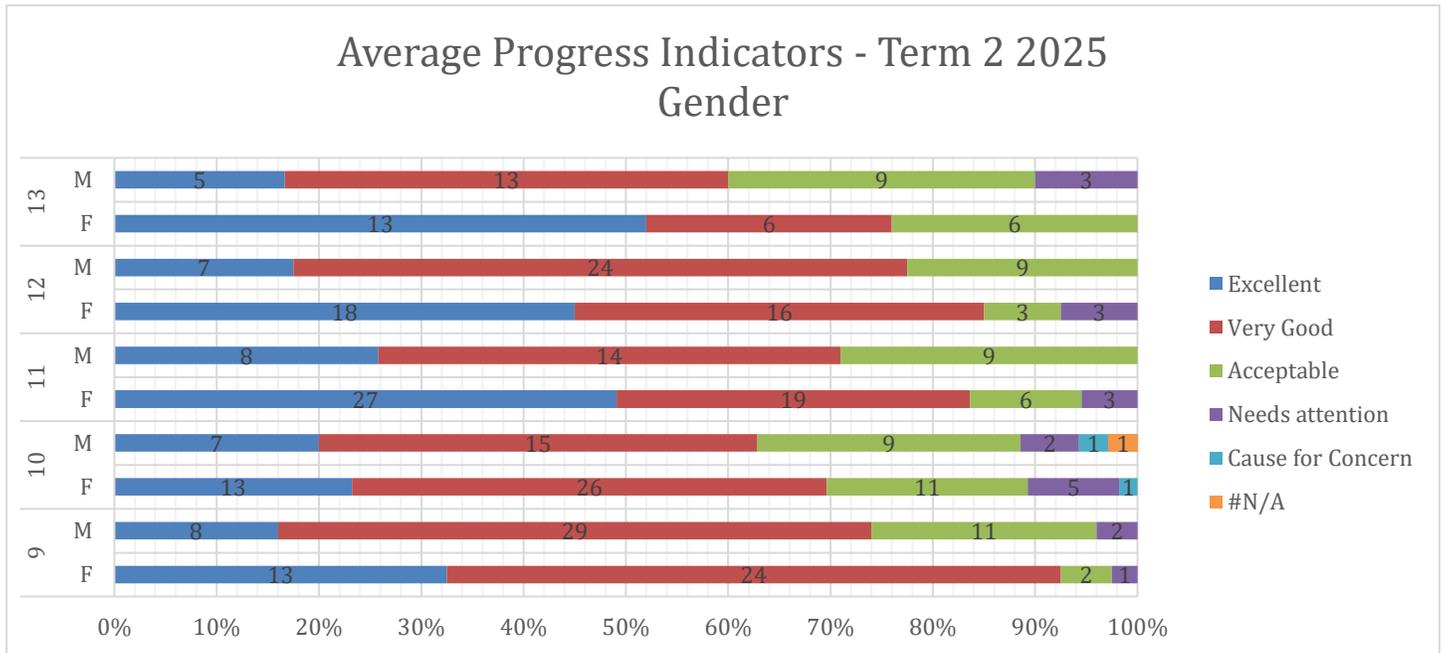
The correlation to attendance is clear, as it was in Term 1.
- Those with higher attendance tend to have higher proportions of better Progress/Learning Indicators.
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Average Progress Indicators - Term 2 2025
Correlated to Attendance

Attendance	Excellent	Very Good	Acceptable	Needs attention	Cause for Concern	#N/A
95-100	66	58	8	1		
91-94	27	46	11			
85-90	20	46	12			
81-84	3	11	8			
71-80	2	16	22		1	
61-70	1	7	4	2		
41-60		1	10	4		
21-40		1		7	1	
0-20				4	1	1

2. Strategic Plan/ School Review

2.1 Update on Strategic Intents/Annual Implementation Plan

Below is a summary of progress made towards our annual priorities that come from our Strategic Plan.
We have made some progress on our priorities, although we never seem to make as much as we ideally though we would, as the real world happened. Some clear next steps are planned.

Reference: [2025 Annual Implementation Plan](#)

Strategic Intent 1: We will give effect to Te Tiriti o Waitangi.

- **Strategic Priority 1.1 Our curriculum and other programmes will promote equity and excellence. (NELP 3 and 5)**
- **Strategic Priority 1.2 Culturally responsive relationships and pedagogy are at the centre of our work with our community. (NELP 2, 5 and 6)**
- **Strategic Priority 1.3 Understanding of our whenua and historical narratives are nurtured. (NELP 2, and 6)**

1.1.1 Strengthen our culturally responsive curriculum consistent with the Refreshed NZ Curriculum
Planned Approaches / Actions:
- Review our curriculum development plan so it is aligned with national plans.
- Continue to improve Course and Unit Plans.

Progress (Terms 1–2):
- The curriculum timeline has been updated following MoE announcements and shared with HoDs and staff (including 2026 Financial Literacy requirements).
- A **reading for meaning framework** and vocabulary strategies have been developed to complement the writing framework established in 2024.
- Several Monday PLD sessions focused on **embedding the literacy framework within departments**.
- The **May Teacher Only Day** provided time for resource development, curriculum change planning, and NCEA assessment moderation work.
- Unit Plan templates have been redistributed, with HoDs asked to organise plans for review.

Next Steps (Terms 3–4):
- Term 4 PLD, including **Teacher Only Day (14 November)**, will focus on curriculum changes and planning.
- **Index all unit plans** for effective review alongside key curriculum planning documents.
- **Model self-evaluation approaches** at HoD meetings to promote good practice sharing.
- Curriculum Development: **DP (WRT) to meet with English and Maths** to assess progress and plan next steps.
- Decide on **Curriculum Map format** and begin data gathering. Ensure flexibility to adapt as national curriculum changes are finalised.

1.1.2 Strengthen our assessment practice, consistent with the NCEA Change Programme
Planned Approaches / Actions:
- Remain up to date with, and implement, curriculum and assessments consistent with the NCEA Change Programme, including:
    - Literacy and Numeracy Co-requisites
    - Mana ōrite mō te Mātauranga Māori principles

Progress (Terms 1–2):
- **2025 Level 1 / Year 11 programmes are underway**, with revisions for 2026 being planned.
- **Common Assessment Activities (CAAs)** conducted in Term 2, with **parent information provided (exemplars and NCEA evening)**.
- **Fortnightly NCEA progress reports** sent to parents (via the Parent Portal).
- 2024 moderation report showed **overall NZQA compliance**.
- **Updated 2025 Assessment Procedures** now in place.
- Moderation work continues, led by **PN (SWR)** with **DP support (WRT)**.

Next Steps (Terms 3–4):
- Analyse **CAA statistics** and review next steps for student preparation.
- Review **uptake and impact of lunchtime tutorials** for CAAs.
- Update the **Moderation Plan** to reflect forthcoming NCEA standard changes.
- Confirm progress with **PN (SWR)** regarding moderation updates and next stages.

1.1.3 Actively participate in the Thames Te Kauaeranga Kāhui Ako
Planned Approaches / Actions:
- Maintain active collaboration with Kāhui Ako leadership (Kaihautu, ASTs, LSCs).
- Implement WST Action Plans aligned with Kāhui Ako Achievement Challenges.

Progress (Terms 1–2):
- **Five WSTs appointed**, action plans developed and reviewed.
- Limited engagement with **ASTs**, though **SENCO** has worked alongside them on **literacy initiatives**.
- One **PLG held (focused on writing moderation with Year 7–8 teachers)**.

Next Steps (Terms 3–4):
- **WSTs to share action plans** with each other and with the wider staff.
- Begin **planning for Kāhui Ako transition** as the Kāhui winds up by early 2026.

Strategic Goal 1.2: Strengthen Culturally Responsive Practice and Māori Educational Success

1.2.1 Strengthening Relationships with Mana Whenua & Māori Whānau
Planned Approaches / Actions:
- Formalise a **partnership agreement with mana whenua**.
- Hold **termly TAMSO hui** with Māori whānau for co-designing curriculum and pastoral initiatives.
- Embed **pōwhiri, mihi whakatau**, and **cultural competencies** in induction and PLD.
- Support **Manukura Māori** to increase Māori student engagement.

Progress (Terms 1–2):
- **TAMSO meeting frequency faltered** due to absences and competing priorities.
- Board discussions held regarding **TAMSO's role and strategic function**.
- Initial hui between **HRT and Matua Wati** on **Whakairo project** and evaluation framework (using SIF hybrid).
- **Manukura Māori appointed**, **Kapa Haka and Mau Rakau rōpū** thriving.

Next Steps (Terms 3–4):
- **HRT to reconvene with Matua Wati** for Whakairo project planning and budget setting.
- **Clarify TAMSO's role** as part of Strategic Plan 2026–2028 development.
- Continue **Waiata Wednesdays** and propose a **Tikanga PD group** for staff.
- Ensure **all new staff complete mihi, kaupapa and tikanga induction**.

1.2.2 Develop our pedagogical / instructional model incorporating culturally responsive practices
Planned Approaches / Actions:
- Use the **PLD Plan** to embed CRRP, Hikairo Schema and Mātauranga Māori across teaching.
- Progress development of the **Instructional Model** and related learner/teacher profiles.

Progress (Terms 1–2):
- **PLD time allocated**, but CRRP development was delayed due to Term 2 focus on **PB4L and behaviour systems**.
- **Instructional Model and Graduate Profile shared with HoDs (Term 1)**, but wider work deferred to Terms 3–4.

Next Steps (Terms 3–4):
- Refine and **finalise the Instructional Model**, ensuring alignment with **Graduate Profile** and **Effective Teacher / Learner Profiles**.
- Prioritise support for **WST leading CRRP / Mātauranga Māori work** with departments.

1.2.3 Collaborate with our Māori community to support Māori educational success as Māori
Planned Approaches / Actions:
- Co-construct a **Māori Educational Success Plan (MESP)** with TAMSO and Ngāti Maru input.
- Continue **Whakatupu Tētēkura Rōpū** development and mentoring programmes.
- Monitor and report on Māori student outcomes to inform targeted support.

Progress (Terms 1–2):
- **Only one TAMSO hui held (March)**.
- Board acknowledged **lack of MESP progress** due to SLT and TAMSO disruptions.
- **New WST roles filled**, focusing on **Māori engagement and mentoring**.
- **Tracking for Māori ākonga** now part of wider **school-wide tracking processes**.

Next Steps (Terms 3–4):
- Prioritise **MESP development using SIF and school data** (achievement, attendance, engagement).
- Increase **individual mentoring focus for Māori ākonga** in Term 3.
- Re-engage TAMSO for meaningful input and planning.

1.3.1 Strengthen our understanding of local whenua and historical narratives
Planned Approaches / Actions:
- Partner with **mana whenua** for **local history and whenua-based learning**.
- Use **thematic curriculum approaches** (e.g., Matariki) to reflect local narratives.
- Support from Kāhui Ako **WST for curriculum support**.
- Offer **PLD on Te Tiriti and Ngāti Maru history** for staff.

Progress (Terms 1–2):
- Existing units at Year 9–11 reflect **Te Tiriti, NZ Wars, whakapapa and identity** themes (Social Sciences, Art).
- Ongoing **Matariki theme** integrated into curriculum for the third year.
- **WST role focused on Mātauranga Māori curriculum integration**.

Next Steps (Terms 3–4):
- Evaluate **student engagement and sense of belonging** resulting from **Te Tiriti and NZ Wars units** (Social Sciences to lead).
- Expand the **Curriculum Map** to better track **Mātauranga Māori integration across Year 9–11 courses**.

Strategic Goal | Intent 2: We will support all taiohi / young people to reach for their potential.

- **Strategic Priority 2.1: Ākonga / learners' strengths, needs and whānau aspirations will be valued. (NELP 2 and 4)**
- **Strategic Priority 2.2: Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. (NELP 4)**
- **Strategic Priority 2.3: Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement (NELP 5 and 6)**

2.1.1 Strengthen holistic pastoral care and understanding of ākonga / learner needs
Planned Approaches / Actions:
- Plan the use of rōpū and whānau time to support pastoral care by Kaitiaki.
- Collect information for taiohi on strengths, needs, goals, and aspirations, in partnership with taiohi and their whānau.
- Ensure every taiohi has at least one adult supporting them – Kaitiaki, Kaiāwhina, etc.
- Provide longitudinal careers Information, Advice, Guidance and Education (CIAGE) in line with best practice.
- Ensure that Learner Support builds on a strengths-based and inclusive approach.

Progress (Terms 1–2):
- **Kaiāwhina developed year overviews** for pastoral curriculum.
- **KAMAR profiles populated before Direction Day**.
- Some students still need to **complete interviews** for profiles.
- **Kaitiaki emailed reminders** to complete Direction Day information in KAMAR.
- Staffing changes in Careers and SLT have **limited progress in Careers/Vocational support**.

Next Steps (Terms 3–4):
- **Kaiāwhina to revisit and finalise Year overviews** (by end of Term 2 / start of Term 3).
- Create a **clear overview and Annual Careers Action Plan for CIAGE opportunities**.
- Provide **PD for staff on accessing student data** in KAMAR / PAROT.
- Engage HoDs to **embed careers/course information in curriculum areas** and **plan dedicated specialty advisory time** for students.

2.1.2 Monitor and report on the progress of taiohi/students and support those who are achieving below expectations
Planned Approaches / Actions:
- Use baseline data for monitoring progression and mentoring (support and interventions).
- Monitor student progress throughout the year and intervene where needed (by departments and teachers).
- Provide support on how to use available information effectively.
- Kaiako estimate overall progress towards credits and endorsements as part of tracking and reporting.
- Ensure parent reporting is fit-for-purpose and reviewed as needed.

Progress (Terms 1–2):
- **Senior tracking coordinator reappointed**, but **junior role remains unfilled**.
- **PD provided** on accessing **KAMAR Learning Support and Profiles**.
- **AsTTle data and baseline data (Years 9, 10, 11)** shared with HoDs, teachers, and kaitiaki.
- **NCEA updates shared regularly**.
- **Assessment dates entered into KAMAR**, and course outlines more widely shared.

Next Steps (Terms 3–4):
- Improve use of **KAMAR global mark books and progression tools** for tracking.
- Strengthen **communication of assessment dates with parents**.
- Continue **regular NCEA and academic progress reporting** to parents and the Board.

2.1.3 Ensure a focus on improving achievement outcomes for diverse ākonga / learners, including literacy development across the curriculum
Planned Approaches / Actions:
- Departments will set **targets for credits per student and course endorsements** as part of their annual goals.
- Strengthen **literacy development across the curriculum**, including vocabulary, comprehension, and writing.
- Heads of Department will **plan literacy actions into unit plans and teaching**.
- Provide **accelerated literacy support** for priority students, especially in Years 9–10.
- Implement **core literacy strategies** across all curriculum areas.
- Strengthen approaches for **Gifted and Talented learners**, with department plans and a refreshed whole-school GATE plan.

Progress (Terms 1–2):
- **Senior and junior achievement data reported** by all departments (new for juniors in 2025).
- Departments reflected on 2024 results and **set targets and improvement strategies**.
- **Literacy inquiry a focus**, especially identifying "what works and why."
- **PD on KAMAR Profiles and Learning Support** delivered.
- Departments assured more **consistent use of the Writing Framework**, following SLT-HoD hui.
- **Accelerated literacy and phonics programmes underway** in Learner Support – students identified, tested, and included with parental consent.

Next Steps (Terms 3–4):
- Embed **subject-specific literacy strategies** into all unit plans.
- Strengthen **data use for targeting and monitoring** – ensure KAMAR and Profiles are used meaningfully.
- **Review and adjust accelerated literacy interventions** based on monitoring.
- **Update Gifted and Talented department plans**, with a **refreshed school-wide GATE plan by Term 4**.
- Provide ongoing **PLD on literacy and differentiation**.
- Require **termly literacy progress reporting from HoDs** to SLT.

2.1.4 Improve attendance levels as a critical pre-requisite for improved achievement and wellbeing
Planned Approaches / Actions:
- Develop a **comprehensive Attendance Action Plan (STEP model)** aligned with national initiatives.
- Strengthen school-wide **attendance protocols and monitoring**, especially follow-up on irregular/poor attendance.
- Maintain an **active register of attendance concerns and interventions** (Attendance Officer role).
- Strengthen **referrals and liaison with external Attendance Services and Advisors**.
- Seek appropriate support for students and whānau to **improve regular attendance**.

Progress (Terms 1–2):
- The **Attendance STAR process has been integrated** into existing procedures but **not yet widely shared or embedded**.
- **Regular attendance recognitions** (certificates, vouchers) are in place, with a **new focus on recognising improvements**.
- Noted that the **top class award went to a class with below 80% attendance**, highlighting the need to **refine targets and criteria**.

Next Steps (Terms 3–4):
- Finalise and **share the Attendance Action Plan** with all staff.
- Strengthen **communication with whānau**, using **KAMAR Pastoral tools and other communication channels**.
- Shift recognition focus towards both **high attendance and significant improvement**, with **clear targets (85–90%+)**.
- Provide **training for Rōpū and Whānau Kaitiaki** on follow-up expectations and parent engagement.
- Maintain **monthly Board reporting on attendance**, with clear analysis and next steps.
- Reinforce school-wide messaging: "**Every day counts – every minute matters**."

2.2.1 Continue to develop our school curriculum that is consistent with NZ Curriculum Refresh
Planned Approaches / Actions:
- Seek guidance from stakeholders and focus groups to **build a Graduate Profile and Effective Teacher Profile**.
- Strengthen **existing curriculum planning expectations**.
- Review "**what does effective planning look like**?" and our current status.
- Restructure **curriculum development around the Know-Understand-Do (K-U-D) model**.
- Ensure that **PLD supports the Curriculum Refresh**.

Progress (Terms 1–2):
- **Unit Planning Template meets expectations**, but will need updating as new curriculum documents emerge.
- **Graduate Profile remains in draft**, with HoD feedback to be incorporated.
- **Integration with the Instructional Model and Effective Teacher / Learner Profiles underway**.

Next Steps (Terms 3–4):
- **Complete and consult on the Graduate Profile** (Term 3 focus).
- **Finalise the Year 9–10 Curriculum Map**, capturing NZC coverage, key competencies, Mātauranga Māori, and local contexts (by Term 4).
- **Review and update Unit Planning templates**, embedding K-U-D and reinforcing literacy, numeracy, and values expectations.
- Provide **ongoing PLD for HoDs and teachers** on K-U-D and Graduate Profile integration.

2.2.3 Ensure that Year 11–13 programmes are responsive and appropriate to students' needs
Planned Approaches / Actions:
- Use the **2023 curriculum survey results** to inform community engagement and next steps.
- Ensure the **NCEA Change Programme** informs the **senior curriculum review**.
- Build on opportunities to **integrate te ao Māori and Mātauranga Māori** into senior courses.

Progress (Terms 1–2):
- **2024 timetable successfully implemented**.
- **Student numbers and course needs reviewed (Term 2)**, including reflection on Year 11 NCEA Level 1 implementation.
- **External advice and NCEA Change timelines reviewed**.

Next Steps (Terms 3–4):
- **Propose and consult on course changes for 2026** based on Term 3 review and student needs.
- **Manage option selection and course rationalisation** for 2026.
- **Construct the 2026 timetable (Term 4)**.
- **Evaluate the 2025 NCEA Level 1 implementation** for further refinement.

2.3.1 Professional learning plan is aligned with strategic priorities
We expect to…
- Prioritise PLD that focuses on **local curriculum, NCEA assessment**, and **literacy/numeracy development**.
- Embed the **Hikairo Schema** into our Instructional Model and curriculum planning.
- Build teacher and leader capacity in **te reo Māori and tikanga Māori**.
- Support **middle leadership development**, including **HoD and Kaiāwhina leadership PLD**.
- Strengthen the **Professional Growth Cycle (PGC)** and appraisal systems.
- Continue to **develop digital learning and eLearning leadership**.

Progress (Terms 1–2):
- **2025 PLD Plan developed and shared**, aligned to strategic priorities.
- **PGCs and support staff appraisal goals set**, with a clear Te Reo and Tikanga Māori focus.
- Staff encouraged to **engage with external PLD opportunities**.
- **Walkthroughs (SCT, SLT, WSTs)** scheduled but **not yet begun**.

Next Steps (Terms 3–4):
- **Commence walkthroughs** with a focus on CRRP and consistency of practice (Terms 2–3).
- **Evaluate PLD impact** using teacher reflections, student voice, and observations.
- Finalise all **PGCs and appraisals in Term 4** with reflection on Te Reo and Tikanga goals.
- Plan **2026 PLD priorities**, using feedback, walkthrough findings, and student/whānau voice.

2.3.2 Strengthen our Careers and Pathways programme that is consistent with best practice
We expect to…
- Support learners to **see the connection between learning and the world of work**.
- Collaborate with **industry, employers, and tertiary providers** to ensure successful transitions.
- Break down **ethnic, gender and socioeconomic stereotypes** around education and pathways.
- Identify, trial, and support tools (e.g., **SchoolPoint**, **Careers Central**) to support delivery.

Progress (Terms 1–2):
- **Careers resources developed and distributed (Term 1)** for pastoral and curriculum use.
- **Progress limited due to staffing changes** within SLT and Careers.

Next Steps (Terms 3–4):
- **Clarify leadership roles** for Careers / Pathways development.
- Resume **consultation with HoDs, Kaitiaki, and key staff** to finalise delivery model across year levels.
- Develop and **document a Whole-School Careers Plan** for 2026 onwards.
- Strengthen **individual career plan record-keeping (KAMAR or other platforms)** for seniors.

2.2 ERO

I have asked (28 May) for an update from ERO regarding who our contact person is (or Evaluation Partner). The reply (24 June 2025) was: "*Significant apologies for the delay in responding to your patai. For the first half of this year, we have prioritised those schools that had not had an ERO report for some time. We have not assigned a reviewer to your school at this time. We are currently recruiting to the Hamilton and Auckland offices.*"

Our last Evaluation Partner left ERO in November 2024, and since then we have not been advised of a change of model.

As a reminder we last had a Te Ara Huarau School Profile Report created **20 Oct 2023**
Ref: https://ero.govt.nz/institution/111/thames-high-school#report-29126

We also had an assurance report (**Oct 2023**)
Ref: https://ero.govt.nz/institution/111/thames-high-school#report-29123

and International Assurance Report published in **October 2023**.
Ref: https://ero.govt.nz/institution/111/thames-high-school#report-29124

Our last evaluation was **September 2021**
Ref: https://ero.govt.nz/institution/111/thames-high-school#report-23698

We were advised **verbally** (by our last Evaluation Partner) that our next evaluation report would be in **2026** (i.e. three years since the profile report) although our last full evaluation was in 2021.

There is a chance that before the end of the year we will have a review advised, as many schools have had relatively short notice of a review.

In **Terms 3 and 4** I would like to ensure our evaluation focus is clear and we are prepared, using the School Improvement Framework (SIF).

Reference: School Improvement Framework (PDF)

I have been advised by colleagues who have had recent reviews that the emphasis has been on compliance and the nature of the reviews is more like those before Te Ara Huarau model. Namely the observations of learning and teaching are based on the lesson observation templates of earlier times, and that classes are visited fairly randomly. We should be able to demonstrate good structure of lessons, as reflected in our Instructional Model (under development) and/or reflecting the work we have been doing for a few yeas with the Hikairo Schema,

The School Improvement Framework (SIF), as that will inform the ongoing evaluation.
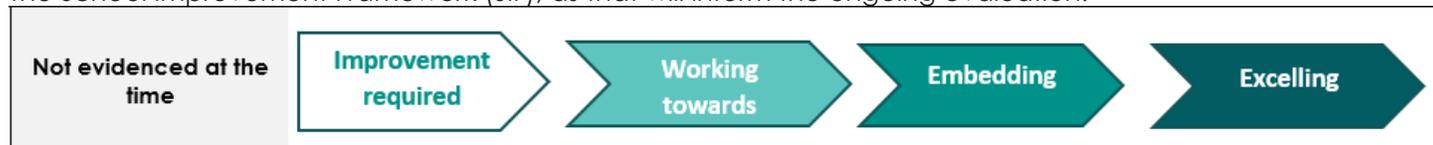
The plan is to use the various elements of the SIF to evaluate aspects of the school, with others.

Different elements of the SIF will be shared with students, parents, teachers, staff, etc. to make their assessment against the framework. It highlights expected best practice and gives us a tool to continuously evaluate and improve. The key is that each judgement will expect to reference some evidence.

Dimensions
> Outcomes: Learner success and wellbeing
> **Core Domains**
> - Leadership
> - Curriculum
> - Teaching and Learning
>
> **Conditions for success**
> - Professional capability & capacity
> - Inclusion & wellbeing
> - Partnerships
> - Stewardship & Governance
>
> **Foundations for success**
> - Te Tiriti o Waitangi
>
> **Lens**
> - Evaluation for improvement

There are sections for the board to use assess its scope, which reflect the evaluation questions that would typically part of an ERO review. The section is Stewardship and Governance pages 14-15.

I have previously shared the elements regarding giving effect to Te Tiriti o Waitangi (pages 16-19) with TAMSO and hoped we could use this to help inform our direction, however this has not occurred. We need to clearly intentional to achieve effective and valuable evaluation. we can use this to help inform our direction there;

I hope that we can complete this work Terms 3 and 4 and create a summary for improvement, although this was my hope in 2024, and we did not manage to make the time available.

Reference: [SIF synthesis tool](#) (this summarises the evaluation)

3. Personnel

3.1 Staffing Update

Confirmed new appointments:
- o Teacher Aide, Tai (Faafetai)Pio (Fixed Term part-time 10 hrs p/w)
- o Teacher Aide, Sarah Moffitt (Fixed Term part-time 10 hrs p/w)
- o Vocational Pathways Assistant (Permanent part-time 12 hrs p/w)
- o Cleaner, Mahbub Rahman (Casual)

Resignations | Other
- o Rinal Prasad, Teacher of Mathematics (Full-time, Fixed-term) – Has accepted a position at Naenae College in Wellington to relocate and join his wife.

Vacancies
- o Teacher of Mathematics (Fulltime Fixed term) – yet to be advertised.

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 due to be held on Monday 30 June 2025 and will be reported back in the board agenda.

The property committee was due to meet on Monday 23 June, and this will be reported on under committee business. The hui did not happen due to lack of availability.

4.2   Donations scheme

The 1 July roll return is essential for our prospective staffing levels for 2026, operational funding and property grants.

As with previous years, the donations scheme opt-in process remains aligned with the July roll return submission.

The board needs to re-confirm if we want to remain in the donations scheme by opting in through the July roll return. This guarantees $150 per student additional operational funding. This will be covered by a motion to the board.

Recommendation to Continue in the Donations Scheme

It is recommended that the board opts to remain in the Donations Scheme through the 1 July roll return submission. Continuing in the scheme is strongly advised for the following key reasons:

1. **Additional Operational Funding:** Opting in guarantees an extra $150 per student in operational funding, which directly supports the school's ability to deliver quality teaching and learning resources for 2026.
2. **Financial Stability and Predictability:** The additional funding provides a stable and predictable source of income that assists with budgeting and planning for staffing levels and operational costs.
3. **Alignment with Past Practice and Community Expectations:** Maintaining continuity with previous years' decisions supports consistent financial planning and ensures the school continues to benefit from this funding stream without disruption. Any change to the scheme, especially under current economic conditions, would likely result in significant resistance and a reduction in contributions, as the donations scheme is now an established practice within the community.

5. Physical and Emotional Environment

5.1 Roll

1 June Roll Return

The 1 June Roll return was completed (officially the date was Friday 30 May).

"Headcounts" at 1 June 2024	RE	AE () = 2024	FF () = 2024	STP* () = 2024	Total	Total 1 June **2024** comparison	Total 1 June **2023** comparison
Year 9	89 (86)				**89**	86	93
Year 10	90 (87)	0 (1)	1 (3)		**91**	88	83
Year 11	78 (83)	0 (0)	9 (8)	0 (2)	**87**	88	86
Year 12	55 (63)		6 (8)	17 (8)	**80**	79	74
Year 13	51 (29)		2 (8)	3 (11)	**56**	58	52
Total HC	**363** (352)	**0** (1)	**18** (19)	**20** (21)	403	**399**	**388**
FTE (full time equivalents)	365.0	0.0	18.0 (19.0)	16.0 (16.8)	**399.0**	394.0	383.0
FTE 1 June 2024	357.2	1.0	19.0	16.8		**394.0**	
FTE 1 June 2023	383.0	1.0	14.0	16.8		**383.0**	

* STP funded in operations grant, not staffing entitlement. 80% THS; 20% to WINTEC (1 day a week)

The next Roll Return is 1 July and is important statistically and to provide staffing projections to the MoE.

Roll (as of 24 June 2025)

Gender (Type)	Count	9	10	11	12	13
Female	216	40	56	55	40	25
Female (FF)	13	0	1	8	3	1
Female (NA)	1	0	0	0	1	0
Female (RE)	202	40	55	47	36	24
Male	185	50	34	31	40	30
Male (FF)	5	0	0	1	3	1
Male (RE)	180	50	34	30	37	29
Total	401	90	90	86	80	55

- Actual enrolled "headcount" = **401** (same as at 18 June 2024)
- Net of **3** fewer students registered than on 21 May 2025
- Not included above: SA = satellite unit (Goldfields) – not enrolled at THS = 5 students (4 in 2024)

Note: International students
- 3 international students will be leaving at the end of Term 2
- 6 international students begin in Term 3.

5.2 Summary of Leavers and Enrolments May to June 2025

Report Summary of Leavers and Enrolled 25   20/5/25 - 24/6/25

Leavers (5)
- **5** have left in this period (3 x L – leaving school, 2 x S – moving school)
- Two Year 13 – one for a course out of town, one for employment
- One Year 12 – moving to another town, intending to attend another school.
- One Year 11 – left school (16) to attend a course.
- One Year 10 – moved to family out of town (was a transitory enrolment)

Enrolments (1)
- **One** Year 9 – family new to town from overseas to family out of town (was a transitory enrolment)

5.3   Attendance

Term 2 Attendance (as of 23 June 2025)

Average daily attendance:
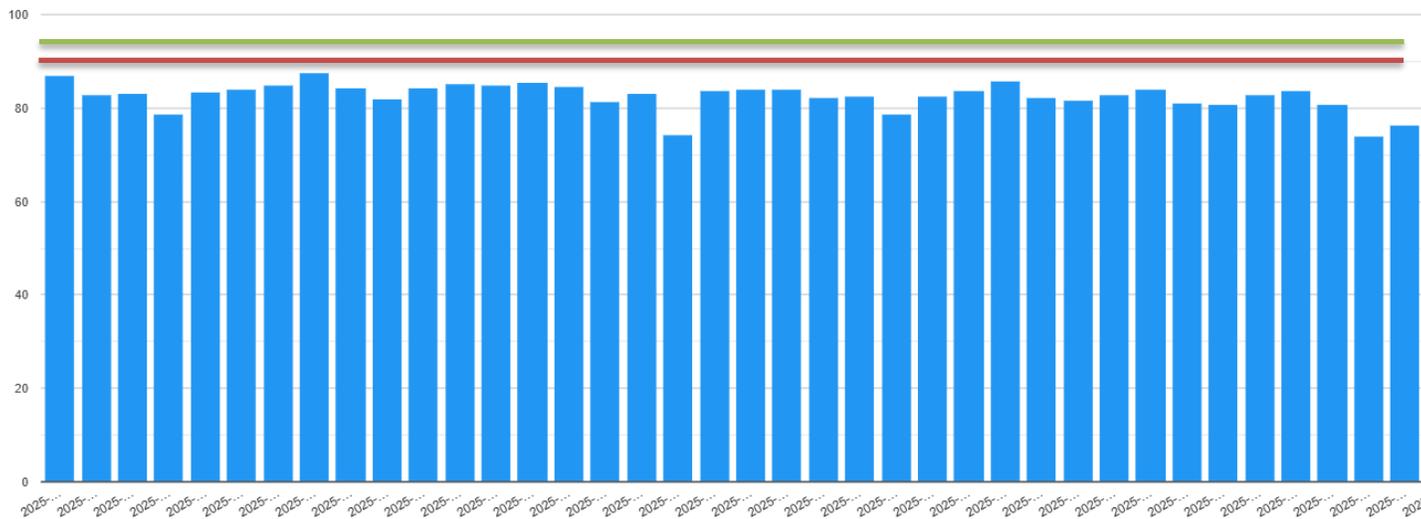
Key: ▬▬▬ = 94% daily target to meet the 80% target of attending regularly (90% +) ▬▬▬

For the Waikato, coeducational secondary schools (no EQI filter available this time)
Ref: https://www.educationcounts.govt.nz/statistics/daily-attendance

Date	6/3/2025 Tue	6/4/2025 Wed	6/5/2025 Thu	6/6/2025 Fri	6/9/2025 Mon	6/10/2025 Tue	6/11/2025 Wed	6/12/2025 Thu	6/13/2025 Fri	6/16/2025 Mon	6/17/2025 Tue	6/18/2025 Wed	6/19/2025 Thu	6/23/2025 Mon
Number of Students Present	21,374	22,866	22,725	20,972	22,534	23,044	22,462	22,021	18,005	22,652	22,802	22,437	20,299	20,395
Total Students	25,834	27,668	27,701	26,199	27,655	27,667	27,650	27,678	23,822	27,641	27,640	27,616	26,448	26,592
Daily Attendance	82.7%	82.6%	82.0%	80.0%	81.5%	83.3%	81.2%	79.6%	75.6%	82.0%	82.5%	81.2%	76.8%	76.7%
Total Schools Attendance Received	31	33	33	30	33	33	33	33	30	33	33	33	31	32
Total Expected Schools	33	33	33	33	33	33	33	33	33	33	33	33	33	33
School Response Rate	93.9%	100.0%	100.0%	90.9%	100.0%	100.0%	100.0%	100.0%	90.9%	100.0%	100.0%	100.0%	93.9%	97.0%

Weekly average attendance by year level

Week	Year 9	Year 10	Year 11	Year 12	Year 13
1	88.9	84.9	81.8	80.5	77.2
2	83.9	86.7	84.6	86.6	79.6
3	86	80.2	89	87.2	81.6
4	87.2	78.3	82	78.1	80.1
5	83.3	84.5	83.6	79	77.8
6	86.8	83.1	85.2	82.1	78.8
7	86.1	83.1	85.3	78.8	74.1
8	90.1	79	77.5	80.9	71
9	81.5	71.2	81	71	67.2

- Week 9 only has one day represented as of 23 June 2025.

Term to date (attendance ranges)

Regular attendance in Term Two is continues to track lower than the Term 1 average (62%), around 58-60%. *Week 5 was particularly low with 47% regular attendance, rep[resenting the high point of absences due to sickness.*

- These data are from the P.A.R.O.T system and there are differences from the MoE every day matters report (58% P.A.R.O.T regular cf. 62% MoE)
- The overall rate of regular attendance in Term 2 is currently 43% which is a 15 point decrease from Term 1.

Week		0-70%	70-80%	80-90%	90-100%
		Chronic absence	Moderate absen	Irregular absenc	Regular attendar
1	Date	0-70%	70-80%	80-90%	90-100%
2	11	22.2% - 92/415	15.7% - 65/415	4.1% - 17/415	58.1% - 241/415
3	12	21% - 86/410	14.1% - 58/410	5.4% - 22/410	59.5% - 244/410
4	13	19.5% - 79/405	15.1% - 61/405	4.4% - 18/405	61% - 247/405
5	14	27% - 110/407	17.4% - 71/407	8.4% - 34/407	47.2% - 192/407
6	15	20.7% - 84/405	13.6% - 55/405	6.7% - 27/405	59% - 239/405
7	16	18.8% - 76/405	14.1% - 57/405	6.9% - 28/405	60.2% - 244/405
8	17	24.2% - 98/405	12.8% - 52/405	6.4% - 26/405	56.5% - 229/405
9	18	22.8% - 92/404	15.8% - 64/404	12.1% - 49/404	49.3% - 199/404
TERM 2 AVERAGE		17.7% - 74/418	14.6% - 61/418	25.1% - 105/418	42.6% - 178/418
TERM 1 AVERAGE		15.2% - 66/435	7.4% - 32/435	19.5% - 85/435	57.9% - 252/435

- Week 9 only has one day represented as of 23 June 2025.

5.4   Stand-downs and Suspensions

- There have been **no** stand downs and suspensions in the period 21 May to 24 June 2025.
- 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 (June 2025)	Total as of June 2024	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	0	9	9	28	38	46	52	29
Suspensions	0	2	4	4	7	2	7	9
Exclusions / expulsions	0	0	0	1	0	0	1	2

6. Compliance/ Legislation

6.1 Policies Review

The Term 2 School Policies Review schedule closed on **27 June 2025** (*end of Term 2*) and are included in the board agenda.

All reviews, the board, staff, and whānau, are encouraged and invited to review.

- *[Planning and Preparing for Emergencies, Disasters, and Crises](#)* (Board, staff & whānau)
- [Communication during an Emergency, Disaster, or Crisis](#) (Board, staff & whānau)
- [Emergency (School) Closure](#) (Board, staff & whānau)
- *[Emergency Management](#)* (Board, staff & whānau)
- [Disaster Management](#) (Board, staff & whānau)
- [Crisis Management](#) (Board, staff & whānau)

6.2 Assurances (Term 1 and 2 2025)

[Term 1 2024 Assurances](#) and [Term 2 2025 Assurances](#) have been completed by SLT and are available for board review and inquiries.

The Term 1 Assurances were not properly tabled at the May hui.

Ngā manaakitanga

Michael Hart
Tumuaki/Principal