

# 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

**31 March 2025**

### Contents

1. Curriculum, Assessment and Reporting.....	2
1.1 NCEA Achievement Reports 2024.....	2
1.2 NZQA Exams 2024.....	4
1.3 Reporting to Parents.....	6
Term 1 Reports.....	6
Direction Day.....	9
2. Strategic Plan/ School Review.....	10
2.1 Annual Implementation Plan.....	10
3. Personnel.....	10
3.1 Staffing (update).....	10
4. Finance and Property Management.....	11
4.1 Property and Finance Reports.....	11
5. Physical and Emotional Environment.....	11
5.1 Roll Return (1 March 2025).....	11
5.2 Summary of Leavers and Enrolments 2025.....	14
5.2 Attendance.....	15
Term 1 - Daily attendance (half days %).....	15
Weekly averages, by year level.....	16
5.3 Stand-downs and Suspensions.....	18
6. Compliance/ Legislation.....	18
6.1 Assurances and Policies Review.....	18
6.2 Assurances (Term 1 2025).....	18



# 1. Curriculum, Assessment and Reporting

## 1.1 NCEA Achievement Reports 2024

Last month's report to the board reported the provisional NCEA and UE achievement rates, with commentary.

Since then, some students who were within 6 credits of NCEA or UE have now achieved these qualifications with the catch-up opportunities offered.

The results and comparison statistics will be confirmed by NZQA later, but the updated summary of achievement is below:

- Three (3) more achieved Level 1 @ Year 11
- Two (3) more achieved Level 1 @ Year 11
- No more achieved at Level 3, although one additional UE achieved.

	Total achieved out of roll @ 1 July 2024		Achievement of those who reached the end of the year	
	Raw @ 15 January	Raw @ 26 March	Raw – 16 January	Raw @ 26 March
<b>NCEA level 1</b>	<b>63%</b> (50/80)	<b>67%</b> (53/79)	<b>65%</b> (50/78)	<b>70%</b> (53/76)
<b>NCEA level 2</b>	<b>71%</b> (46/65)	<b>71%</b> (48/65)	<b>74%</b> (45/61)	<b>75%</b> (46/61) 3 left after 1 Jul with L2
<b>NCEA level 3</b>	<b>63%</b> (30/48)	<b>63%</b> (30/48)	<b>63%</b> (30/48)	<b>63%</b> (30/48)
<b>UE</b>	<b>35%</b> (17/48)	<b>35%</b> (17/48)	<b>35%</b> (17/48)	<b>38%</b> (18/48)

Level / Year	Achievement Rates out of those attending on 1 July 2024	Achievement of those who were attending at the end of the 2024				Comparison Average*	
	All	All	Female	Male	Māori	All (Male and Female)	Māori
<b>NCEA level 1 / Y11</b>	<b>67%</b> (53/79)	<b>70%</b> (53/76)	<b>77%</b> (30/39)	<b>62%</b> (23/37)	<b>59%</b> (19/33)	<b>57%</b> (M: 52% F: 77%)	<b>49%</b>
<b>NCEA level 2 / Y12</b>	<b>71%</b> (48/65)	<b>75%</b> (46/61) 3 left after 1 Jul with L2	<b>77%</b> (20/26)	<b>74%</b> (26/35)	<b>67%</b> (20/30)	<b>74%</b> (M: 70% F: 77%)	<b>68%</b>
<b>NCEA level 3 / Y13</b>	<b>63%</b> (30/48)	<b>63%</b> (30/48)	<b>74%</b> (17/23)	<b>52%</b> (13/25)	<b>29%</b> (4/14)	<b>68%</b> (M: 65% F: 72%)	<b>61%</b>
<b>UE / Y13</b>	<b>35%</b> (17/48)	<b>38%</b> (18/48)	<b>65%</b> (15/23)	<b>12%</b> (3/25)	<b>14%</b> (2/14)	<b>40%</b> (M: 33% F: 46%)	<b>27%</b>

## Department / Subject Analyses

Heads of department have completed commentaries of achievement in the different subjects last year. These are included in the board agenda.

Highlights and areas for improvement are discussed. These reports are valuable executive summary of department performance and improvement.'

Priorities for 2025 are identified, for inclusion in department annual plans.

## 1.2 NZQA Exams 2024

As reported in November 2024, an analysis of the attendance and time spent in the examination sessions last year has been undertaken. The results are below (next page).

- 33 NCEA examination sessions with at least one standard (2023: 35 and 2022: 29) – a decrease of two from 2023.
  - **55%** one standard (2023: 43%, 2022: 34%) – INCREASE in the % entered ONE standard only (up from 43%)
  - **39%** two standards (2023: 43%, 2022: 48%)
  - **6%** three standards (2023: 14%, 2022: 17%)
  - Clearly, the trend continues that fewer students are attempting two or three standards.
- **2024:** A total of **344** examination attendees for **488** entries, means an 'average' of 70% attendance.
  - **2023:** A total of **361** examination attendees for **497** entries; an 'average' of 73% attendance.
  - **2022:** A total of **424** examination attendees for **649** entries; an 'average' of 65% attendance.
  - *A smaller number of entries into examination in 2024, reflecting the decrease in examination-based assessments at Level 1 in 2024.*
- **38%** of attendees remained for less than one hour - the minimum time is 45 minutes (2023: 35%, 2022: 42%) – a slight increase compared with 2023, in the % remaining for the minimum time.
- A significant proportion of students entered 2 or more standards, stay only for one, consequently rule themselves out of those credits.
- As in 2023 and 2022, external assessments are often not attempted by those who do not achieve NCEA. Many of those who have the potential to achieve NCEA with reasonable external achievement, do not attempt examinations, and that continues to have a detrimental impact on achievement rates.
- There were **59** examination sessions with special assessment conditions and **28** attended. The attendance rate therefore was **47%**. In 2023, the SAC attendance rate was 62%

## Examinations NCEA:

- The highest attendance rates are highlighted.

Subject	Number entered	Number SAC (incl.)	Present	Present SAC	Number of Standards Entered	Minimum time 45-60 mins	1-2 hr	2-3 hr	3 hr (max)	Expected Time (min)	% Present	% minimum time	% SAC Present
<b>L2 Maths</b>	<b>48</b>	<b>5</b>	<b>28</b>	<b>2</b>	<b>2</b>	<b>16</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>120</b>	<b>58%</b>	<b>57%</b>	
L1 Spanish	1		0		2	2	11	0	0	120	0%	N/A	
L2 Biology	25	3	17	2	2	3	8	4	2	120	68%	18%	
L3 Japanese	2	1	1	1	2	0	0	1	0	120	50%	0%	
L3 English	9		7		2	0	4	4	0	120	78%	0%	
L1 Geography	28	5	25	3	1	4	16	5		60	89%	16%	
L2 English	40	3	26	2	2	9	14	2	1	120	65%	35%	
L3 History	24	3	21	2	2	2	13	6		120	88%	10%	
L1 Maths	45	1	38		1	16	11	9	1	60	84%	42%	
L3 Chemistry	9	3	6	2	1	3	3			60	67%	50%	
L2 Music	1		1		1	0	1			60	100%	0%	
L3 Calculus	10	4	8	2	3	3	2	0	3	180	80%	38%	
L1 Commerce	1		1		1	1				60	100%	100%	
L1 English	81	10	69		1	29	33	5	2	60	85%	42%	
L2 Drama	1		1		1	0	0	1		60	100%	0%	
<b>L2 Chemistry</b>	<b>26</b>		<b>18</b>		<b>2</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>120</b>	<b>69%</b>	<b>61%</b>	
L3 Drama	3	1	3	1	1	1	2			60	100%	33%	
L2 Geography	5		1		2	0	1			120	20%	0%	
L3 Biology	25	6	19	6	1	10	5	3	1	60	76%	53%	
L3 Statistics	18	3	3	1	1	1	2			60	17%	33%	
L1 History	2	1			2					120	0%	N/A	
L1 Te Reo Maori	1		1		1			1		60	100%		
L2 Health	5		2		1		1	1		60	40%	0%	
L2 History	24	3	11	2	2	4	2	4	1	120	46%	36%	
L3 Health	2	1	0	0	1					60	0%	N/A	
L1 Health	9	1	8	0	1	1	5	2		60	89%	13%	
L2 Business	1		1		1		1			60	100%	0%	
<b>L3 Physics</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>		<b>120</b>	<b>83%</b>	<b>40%</b>	
<b>L2 Physics</b>	<b>19</b>	<b>1</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>5</b>		<b>180</b>	<b>63%</b>	<b>42%</b>	
<b>L3 Geography</b>	<b>9</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>1</b>		<b>120</b>	<b>78%</b>	<b>71%</b>	
L3 Business	1		1		1		1			60	100%	0%	
L1 Dig Tech	4		2		1		2			60	50%	0%	
L3 Classical St	1		1		1	1				60	100%	100%	
L3 Music St	2	1	?	?						0	N/A	N/A	
<b>2024</b>											<b>% Present</b>	<b>% minimum time</b>	<b>% SAC Present</b>
<b>SUM / AVERAGE</b>	<b>488</b>	<b>59</b>	<b>344</b>	<b>28</b>		<b>129</b>	<b>15</b>	<b>5</b>	<b>14</b>		<b>70%</b>	<b>38%</b>	<b>47%</b>
										Ave Present	<b>68%</b>	<b>31%</b>	
			<b>Std</b>	<b>1</b>	<b>18</b>	<b>55%</b>						<b>Ave Min time</b>	
			<b>Stds</b>	<b>2</b>	<b>13</b>	<b>39%</b>							
			<b>Stds</b>	<b>3</b>	<b>2</b>	<b>6%</b>							
					<b>33</b>								

# 1.3 Reporting to Parents

## Term 1 Reports

Each year taiohi / students receive three reports, one 'interim / progress report in Term One and Two reports, one in Term Two followed by an opportunity to meet teachers, and one in Term Four to conclude the year.

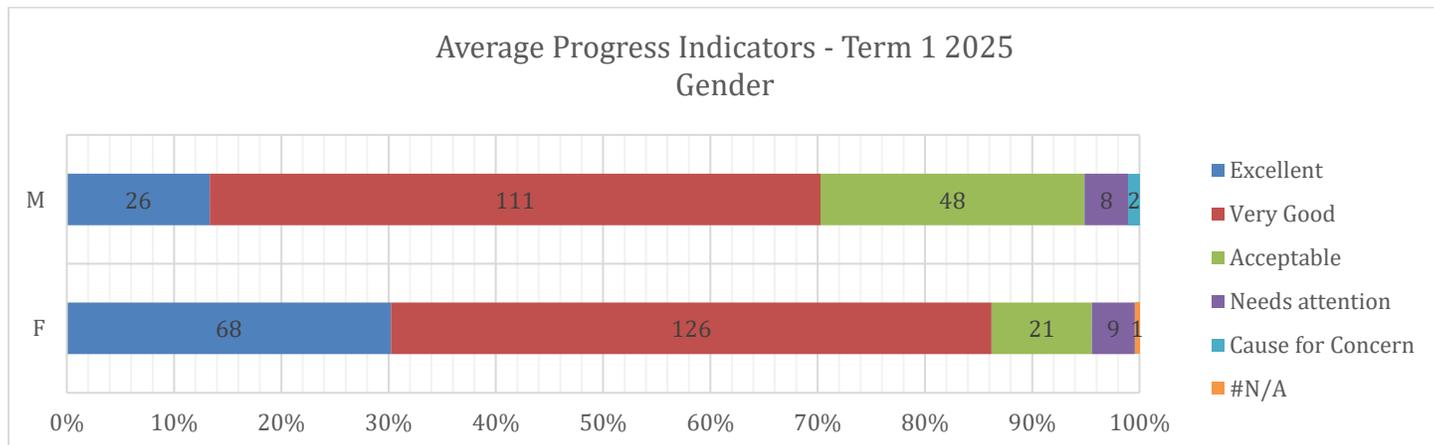
The interim Term One Progress Report is a brief report with four learning indicators: effort, progress, respect for learning and respect for others.

The average grades are presented below.

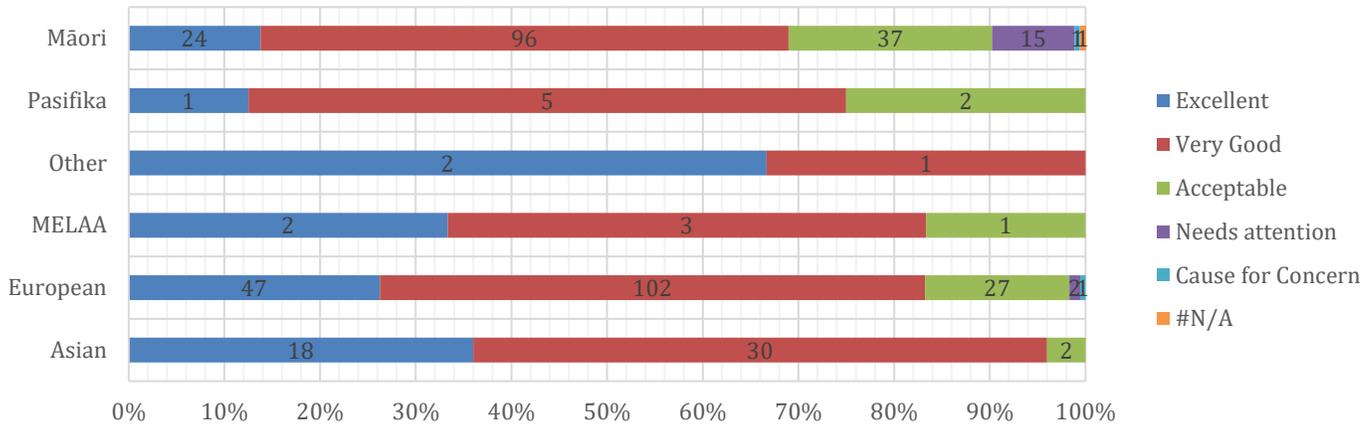
- 30% of females have an average progress indicator grade of excellent, compared with just over 14% of males. Down from 40% and 20% in 2023.
- Relatively low proportions (less than 5%) have needs attention and cause for concern as an average grade.

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.



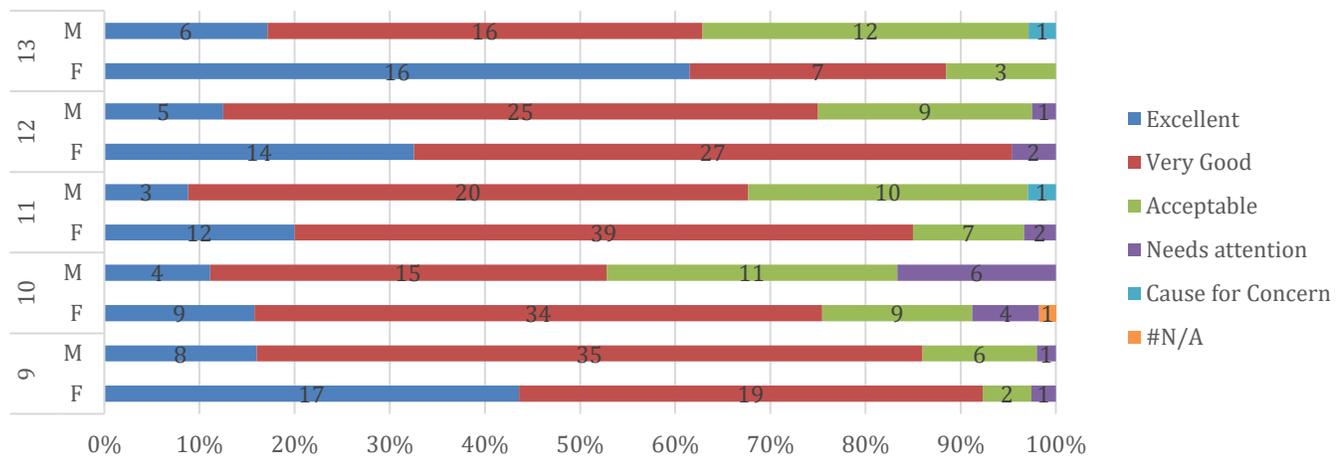
### Average Progress Indicators - Term 1 2025 Ethnicity



There is a disparity between Māori and the other ethnic groups, where a greater proportion have an average of needs attention and cause for concern. These reflect both behavioural (pastoral counts) and attendance concerns affecting learning.

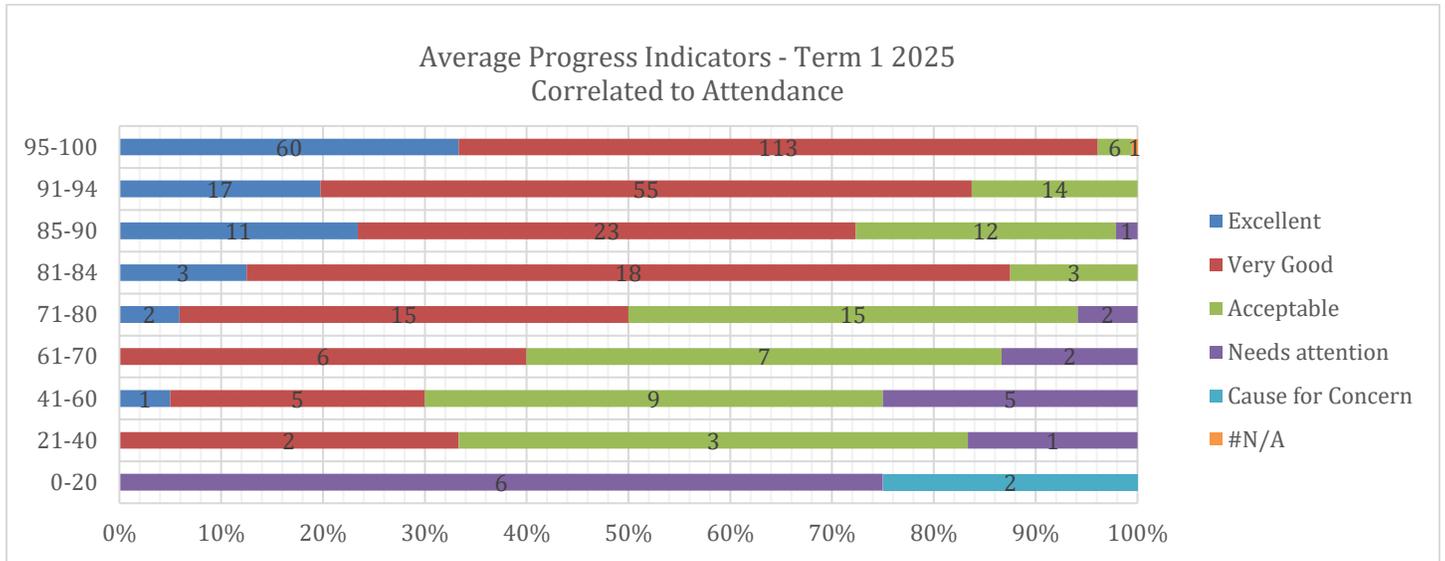
Viewed by Year Level there is a clear indication that that Year 13 females, Year 12 females and Year 9 females have more positive indicators that other groups.

### Average Progress Indicators - Term 1 2025 Year, Gender



The correlation to attendance is reasonable.

- Those with higher attendance tend to have higher proportions of better Progress/Learning Indicators.



## Direction Day

Direction Day was held on Wednesday 12 March.

The school was 'open for instruction' as online or hardcopy work was set and expected to be completed for the day, along with the mentoring conversations that happened, as a form of 'instruction'.

This annual opportunity is for students and parents or caregivers to meet with their taiohi | young person's Rōpū/Whānau Kaitiaki, reinforcing the vital pastoral role they have in supporting students - monitoring attendance, communicating with home and providing academic mentoring. Parents/Caregivers were also able book a second time slot with Mrs Arden in the Careers Centre located in the Library, Ms Tupper our SENCO in Learning Support and any member of SLT or Year Level Kaiāwhina (Dean).

Guidelines were sent home to encourage attendance and/or make an alternative time. The consequence of not attending or completing work on attendance was explained.]

- If a student attended their interview with their caregiver or parent, they were marked present (for whānau/rōpū time)
- If a student completed work set, they were marked present for those periods.
- If no booking is made and no meeting takes place, or no work was done the student would be marked absent.

This approach relies on effective monitoring by teachers, to backfill attendance data from 'present' to absent.

## 2. Strategic Plan/ School Review

### 2.1 Annual Implementation Plan

Following the opportunity for suggestions and discussion at the February hui, the 2025 annual implementation plan is presented as an item on the agenda.

It is to be published to the website, there is no longer a requirement to submit to the Ministry of Education. Link: [2025 Thames High School Annual Implementation Plan - MARCH 2025](#)

## 3. Personnel

### 3.1 Staffing (update)

#### Appointment

- Tumuaki Tuarua | Deputy Principal (permanent, 5MU + 1SMA): Gareth Wright

#### Resignation

- Michelle Fry, Teacher Aide (Part-time) – seeking more hours of employment.

#### Internal Position / Roles

We are currently looking to appoint positions with MU (\$5K) and MMA (\$2K) or Kāhui Ako allowances (\$4K) attached. These units and allowances were left unallocated, as roles were not successfully filled. SLT have reviewed at needs and seek interest in the following positions. To start as soon as practicable. Roles are summarised below, and open to discussion. We still have one CLR allowance unallocated (Allowance \$1000) with banked time for release - to help pay for relief cover as needed).

The aim is to appoint these roles after due process, before the end of the term.

7 roles / responsibilities or projects below.

- Junior (Y9-10) achievement tracking and intervention coordinator / support (1FTMU)
- Enrolments and Y8/9 Transition Coordinator / Support (1FTMU)
- Enviro-schools coordinator (1FTMMA)
- Recognising success: Awards and Prizegiving coordinator (1 FTMMA)
- Kāhui Ako Within School Teacher Roles (\$4K and 1 hr time allowance per week, 'banked' to use in bundles of one hour, half or full days of release, as the timetable is set).
  - o 1. Improving educational outcomes for Taiohi Māori through pastoral care and mentoring.
  - o 2. Literacy across the curriculum
- To join the CLR team (one CLR allowance \$1000 and 1 hr per week, banked time, for release - to help pay for relief cover as needed)





Records in KAMAR (as of 26 March)

Gender (Type )	Count	9	10	11	12	13
<b>Female</b>	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
<b>Male</b>	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
<b>Total</b>	425	89	97	95	83	61

Cf. 21 March 2024:

Gender (Type )	Count	9	10	11	12	13
<b>Female</b>	220	54	48	47	40	31
Female (AE)	1	0	1	0	0	0
Female (FF)	13	0	0	5	3	5
Female (NA)	2	0	0	0	2	0
Female (RE)	203	53	47	42	35	26
Female (SA)	1	1	0	0	0	0
<b>Male</b>	197	37	41	46	43	30
Male (AE)	1	0	0	1	0	0
Male (FF)	8	0	0	2	4	2
Male (NA)	4	0	2	1	0	1
Male (RE)	181	34	39	42	39	27
Male (SA)	3	3	0	0	0	0
<b>Total</b>	417	91	89	93	83	61

## 5.2 Summary of Leavers and Enrolments 2025

### Leavers

8 Students have left.

- 3 x Year 10s left to other schools in February
- 1 x Year 13 left for employment in February
- 1 x Year 9 returned to Japan (FF)
- 1 x Year 12 left in March for a Course.
- 2 x Year 11s left in March (one to return to their previous school, one left after a short term return to school)

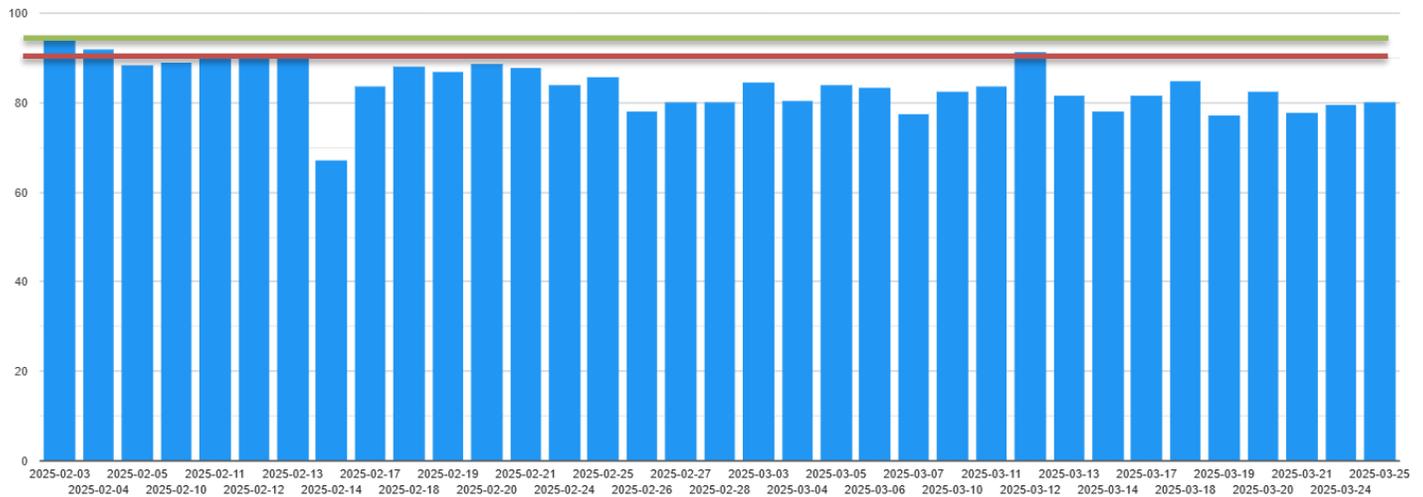
### New Enrolments

- **89** new Year 9s this year
- **10** new Year 10 students
  - 1 ex International students (FF)
  - 9 ex New Zealand schools
- **17** Year 11 students
  - 11 International students (FF)
  - 3 ex Overseas Schools (RE)
  - 2 ex New Zealand schools
  - (1 ex Student enrolled into Goldfields – change of mind)
- **5** new Year 12 Students
  - 4 International students (FF)
  - 1 ex New Zealand schools
- **2** new Year 13 Students, both from New Zealand schools

## 5.2 Attendance

### Term 1 - Daily attendance (half days %)

- 31 Jan 2025 to 25 March 2025 (36 days)



#### Key

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

 = 90% - regular attendance level

- Friday 31 Jan 2025 – course confirmation (not included).
- Monday 3 Feb 2025 – Year 9 orientation (97% Year 9 and 82% Year 13)
- Friday 14 Feb: Swimming Carnival – 66% a drop from 90% the previous day – almost 25% extra absent – i.e. 1 in 4 absent in addition to the previous day.
- Wednesday 26 Feb 2025 – House athletics – 78% - a drop from 88 % the previous day, ca. 10% or 1 in 10 absent in addition to the previous day.
  - Compare 2023 – 75% (very similar)
  - The following two days attendance was 80% and that was lower than previous weeks.
- Six (6) days at or above 90%.
- Four (4) days, in addition to athletics and swimming, below 80%. Three of these have been Fridays. The other day 19 March was Thames Valley Athletics (over 40 participants), so perhaps some coding issues?
- The recent trend is hovering around 80%, which reflects the end of term approaching.

## Weekly averages, by year level

### All

Week	Year 9	Year 10	Year 11	Year 12	Year 13
1	96.7	89.1	91	88.1	86
2	89.3	83.6	87	84.3	81.5
3	92	83.6	85.3	87.2	88.3
4	90.9	81.6	82.3	74.9	78.9
5	86	80.5	79.5	81.9	83.1
6	89.3	82.3	79	86	80.7
7	85.6	79	81.4	82.8	73.9
8	86	74.8	84.6	80.3	71.2
9					
10					

- Year 13 attendance rates are beginning to be of some concern.
- Week 8 incomplete so averages are inaccurate.
  - ➔ Kaiāwhina and whānau focus on attendance.

### Taiohi Māori

Week		Year 9	Year 10	Year 11	Year 12	Year 13
1	1	98.2	84.7	92.7	78.8	90.2
2	2	87.4	78.4	81.6	73.7	82.4
3	3	87.6	76.1	79.3	77.1	82.8
4	4	87.5	74.2	76.5	60.8	69.8
5	5	82.3	70.7	74.2	69.1	77.2
6	6	88.2	75.1	65.9	76.9	76.8
7	7	79.3	67.8	71.4	70.5	69.9
8	8	77.3	61.6	78.5	74.1	65.6
9						
10						

- Significantly lower attendance than the average for the whole school.

## **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.

The deputy principal and attendance officer 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

## **Note: other referrals (SENCO Update)**

Year 10 - RTLB

- 1 RTLB referrals accepted
- 1 pending allocation
- 1 waiting consent

Year 9 - RTLB

- 1 possible in Year 9

REAL Approval - Year 10

- 3 students approved

## 5.3 Stand-downs and Suspensions

- There have been 3 stand downs and one suspension in the period 28 February to 25 March 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 March 2025T	2024 total	2023 total	2022 total	2021 total	2020 total
<b>Stand-downs</b>	3	3	3	26	38	46	52	29
<b>Suspensions</b>	1	1	1	4	7	2	7	9
<b>Exclusions / expulsions</b>	0	0	0	0	0	0	1	2

## 6. Compliance/ Legislation

### 6.1 Assurances and Policies Review

[Term 1 2025 Assurances and Policies for Review \(close 12 April 2025\)](#)

are included in the board agenda.

Term 4 2024 Policies for ratification are included in the agenda as deferred earlier.

### 6.2 Assurances (Term 1 2025)

These will be updated early next term.

Ngā mihi



Michael Hart  
**Tumuaki/Principal**