



Tumuaki/Principal's Report to the Board

5 May 2026

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1. Curriculum, Assessment and Reporting

1.1 Achievement Progress - NCEA

This is the first NCEA progress update for 2026.

NCEA Progress Update – as at 27 April 2026

- earned in the current year.

At this early point in the academic year, the current credit totals provide only an initial indication of progress. They should be interpreted cautiously, as a significant number of Term 1 assessments are still being marked, moderated, or awaiting publication. Historically, credit totals rise notably through May and June as these results are processed.

	Year 11 /Level 1	Year 12/ Level 2	Year 13/ Level 3	Year 11 /Level 1 (18 May 2024)	Year 12/ Level 2 (18 May 2024)	Year 13/ Level 3 (May 2024)
Average credits achieved this year	5.3	10.2	6.8	6.3	15.0	7.4
Average credits attempted**	6.2	11.3	7.3	7.6	17.0	8.8
Number of students*	92	70	58	78	75	55
Number who have achieved L1 Literacy	44	65	56	17	63	53
Number who have achieved L1 Numeracy	43	63	56	35	66	53
Number who have achieved UE Literacy	N/A	1	29	N/A	0	21
Number who have achieved NCEA (at the regular level)	0	1	2	0	0	0
Number who have achieved previous NCEA level	N/A	NCEA Level 1: 62	NCEA Level 2: 58	N/A	NCEA Level 1: 56	NCEA Level 2: 45

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

Commentary

Overall, progress to date is encouraging, particularly in NCEA Level 2. Year 12 students are averaging **10.2 credits achieved**, which is a solid early position and reflects stronger progress than Year 11 and Year 13 cohorts at this stage. Year 13 students are averaging **6.8 credits**, while Year 11 students are averaging **5.3 credits**, which is typical given many introductory courses assess later in the year and students are simultaneously working toward co-requisite requirements.

When compared with May 2025 figures, averages are currently lower across all year levels. However, this comparison is not entirely fair, as the 2025 data was taken three weeks later in the cycle, after

additional results had been finalised. A more meaningful comparison will be available at the end of Term 2.

A positive feature of this baseline is progress toward foundational qualifications. Already:

- **44 Year 11 students** have achieved NCEA Level 1 Literacy (**compared with 17 at the same point in 2025**)
- **43 Year 11 students** have achieved NCEA Level 1 Numeracy (**compared with 35 in 2025**)
- **65 Year 12 students** have literacy, and **63** have numeracy (**compared with 63 and 66 respectively in 2025**)
- **56 Year 13 students** have literacy and numeracy secured (**compared with 53 for both measures in 2025**)

This indicates a stronger position for the current Year 11 cohort in literacy and numeracy than at the same time last year, while senior cohorts remain broadly comparable or slightly ahead. Many students are therefore entering the remainder of the year with key requirements already completed, placing them in a stronger position to focus on higher-level course endorsements and qualification completion.

At qualification level, **1 Year 12 student** has already achieved NCEA Level 2 and **2 Year 13 students** have achieved NCEA Level 3, which is positive for this stage of the year (**compared with nil completions at the same point in 2025**).

Previous qualification attainment also remains strong, with:

- **62 current Year 12 students** having Level 1 (**up from 56 at the same stage in 2025**)
- **58 current Year 13 students** having Level 2 (**up from 45 at the same stage in 2025**)

This suggests improved baseline qualifications heading into 2026 (due to improved 2025 NCEA performance)

Summary

1. Credit totals are modest but typical for late April, with many Term 1 results still to be loaded.
2. NCEA Level 2 progress appears strongest at this stage (as in 2025).
3. Literacy and numeracy completion rates are positive, especially Year 11 where results are significantly ahead of the 2025 baseline.
4. Existing attainment of prior levels positions many students well for success in 2026.
5. Senior cohorts appear stronger than the same point last year in prerequisite qualification completion.
6. A fuller and fairer performance picture will emerge by mid-Term 2 once delayed Term 1 results are loaded.

Summary of NCEA progress Credits, by year level / Gender – ranges (27 April 2026)

The tables below are **all credits gained**, not just in the current year.

NCEA achievement success rates, numbers of credits, attendance and 'learning engagement' (reports) are used to identify priority taurira. As we approach the reporting cycle at the end of Term 2, we will have a clear picture of progress.

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	3	7	15	11	18								54
M	4	8	7	4	12		2	1					38
Total @ 27 Apr	7	15	22	15	30		2	1					92
Total @ 18 May 2025	6	16	24	20	8								78

The Year 11 cohort is more heavily weighted in the 30–49 credit range (30 students) compared with the same point in 2025, where more students sat in the 20–29 band. This suggests slightly stronger early accumulation of credits, aligning with the improved literacy and numeracy progress noted earlier.

The seven students with 0 credits are largely explained by known factors (new enrolments, identified learning needs, and prior attendance concerns).

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	9	21	9	2	1							43
M		11	9	6						1			27
Total @ 27 Apr	1	20	30	15	2	1				1			70
Total @ 18 May 2025	2	12	25	24	9	1	1					1	75

Year 12 shows a clear grouping toward the 10–29 credit bands (45 students) compared with 2025, where more students were already in the 20–39 range by mid-May. This suggests progress is underway but sitting slightly earlier in the assessment cycle, rather than a drop in performance.

Notably, there is only one student with 0 credits, with known attendance challenges. The presence of one student already in the 80+ band is a positive early indicator of high achievement pathways.

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	2	9	12	4	1	1							29
M	1	6	12	4	2	1	1			1		1	29
Total @ 27 Apr	3	15	24	8	3	2	1			1		1	58
Total @ 18 May 2025	5	12	21	6	5	3	2		1				51

Year 13 distribution is broadly comparable to 2025, with a similar spread across the 10–39 credit bands and slightly fewer students in the 0-credit category (3 vs 5). This suggests improved early engagement for some students, although most are still building toward the 60-credit threshold.

The small number of students already in higher credit bands (70+ and 100+) accelerated learners, gaining significant L3 credits in 2025.

Overall, these patterns suggest a steady and typical start to the year, with some encouraging signs in Year 11, and no unexpected areas of concern. A more definitive picture of cohort movement into higher credit bands will emerge through May and into the end of Term 2, once the bulk of Term 1 assessment results are fully reflected, along with results from Term 2.\

Ethnicity snapshot – credit ranges (27 April 2026)

Year 11 / Level 1 – credit ranges

Ethnicity - Level 1 Group	0	1-9	10-19	20-29	30-39	50-59	60-69	Grand Total
Asian	2			1	3	1		7
European	2	4	10	6	17	1	1	41
Māori	3	11	9	6	9			38
Pasifika			3	2	1			6
Grand Total	7	15	22	15	30	2	1	92

Year 12 / Level 2 – credit ranges

Ethnicity - Level 1 Group	0	1-9	10-19	30-39	20-29	40-49	80-89	Grand Total
Asian		1	7	1	2			11
European		11	12	1	6	1	1	32
Māori	1	7	11		4			23
Other					1			1
Pasifika		1			2			3
Grand Total	1	20	30	2	15	1	1	70

Year 13 / Level 3 – credit ranges

Ethnicity - Level 1 Group	0	1-9	10-19	20-29	30-39	40-49	50-59	80-89	>100	Grand Total
Asian		3	3				1			7
European	1	3	9	4	1	1		1	1	21
Māori	2	7	11	3	2	1				26
MELAA		1		1						2
Other			1							1
Pasifika		1								1
Grand Total	3	15	24	8	3	2	1	1	1	58

Commentary

At this early stage of the year, the ethnicity data show that students across all groups are actively building toward their qualifications, with most still in the early-to-mid credit bands — a typical pattern for late April.

Year 11 / Level 1

- Students across all ethnic groups are progressing through the 10–39 credit bands, with a growing number already in the 30–39 range.
- European students show strong early accumulation in the 20–39 bands.
- Māori students are well represented across the early bands, particularly 1–29, reflecting active participation in initial assessments.
- Asian and Pasifika students show positive movement into mid-credit bands, including early signs of acceleration.

Important: A significant proportion of the Year 11 results reflect students who achieved the co-requisite assessments (CAAs) in Year 10 (2025). This means many students have already secured literacy and/or numeracy, and are now building subject-based credits. As a result, early credit totals and distributions should be read alongside this carry-forward achievement, which places this cohort in a stronger starting position than previous cohorts.

Year 12 / Level 2

- All groups are well represented in the 10–29 credit bands, reflecting a shared position in the assessment cycle.
- Māori students show consistent presence across these bands, indicating steady engagement.
- European students are spread across a wider range, including early movement into higher credit bands.
- Asian students again show a cohesive pattern of steady accumulation.

Year 13 / Level 3

- **Māori and European students** show **very similar distributions across the 10–39 credit bands**, indicating aligned progress.
- Students across groups are beginning to **enter higher credit bands (70+ and 100+)**, signalling early acceleration for some.

Attendance & Engagement Lens – Success Rate Perspective

It is important to note that this table shows **achievement success rates (credits earned vs credits attempted)** by attendance band — **not total credits accumulated**. This provides a different and valuable lens, focusing on how effectively students convert assessment opportunities into achieved credits.

Count of RANGE Achievement Rate % THIS YEAR	RANGE Achievement Rate % THIS YEAR										No credits attempted	Grand Total
	0	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	100		
Attendance - Percentage (Half-Days) - RANGE												
1-19											2	2
20-39			1							1	3	5
40-59										2	3	5
60-69					1					6	1	8
70-79		1		1						17	5	24
80-84	2		1			1				15	1	20
85-89	2					3		1		17	1	24
90-94			2			1		1		37	9	50
95-100	3		2	1	1	3	3	5	1	56	7	82
Grand Total	7	1	6	2	2	8	3	7	1	151	32	220

- Across all (prioritised) ethnicities, higher attendance (particularly 90%+) is strongly associated with higher success rates, including a large proportion of students achieving at or near 100% success.
- Māori students are well represented in the higher attendance bands, and within these bands show strong success rates, demonstrating effective engagement with learning and assessment when present.
- European students show a similar pattern, with many students in high attendance bands achieving consistently high success rates, alongside a spread across other attendance ranges.
- Asian and Pasifika students, while smaller cohorts, are largely clustered in higher attendance bands with strong success rates, reinforcing the attendance–success connection.

Importantly, the **“no credits attempted” group** sits within this dataset and reflects students who have **not yet engaged in assessable opportunities**, rather than students who are unsuccessful – this is either through absence issues or the timing of assessment for subjects, especially those that are portfolio based, such as in arts, music and technology.

1.2 Literacy and Numeracy Baseline Data & Progress

As part of our focus on achievement, progress, and targeted intervention, baseline literacy and numeracy assessments have been completed for Years 9 and 10 using **e-asTTle**. These data provide an important starting point for measuring progress across 2026 and have informed the targets and actions contained within the Annual Implementation Plan (AIP), particularly in relation to literacy, numeracy, acceleration, and equity.

Interpreting These Results

The comparisons (at, above and below) are based on **historical national norm data** (how students performed relative to previous cohorts using e-asTTle), rather than direct measurement against the **new curriculum progress expectations now required for reporting** from 2026. ([Tāhūrangi](#))

In simple terms:

- **National norms** describe how students compared with others in the past.
- **Curriculum expectations** describe where students are expected to be now, at their year level, in relation to the refreshed curriculum.

These are different reference points.

Typical Historical Expectations Under Older Curriculum Interpretation

Schools commonly worked with broad expectations such as:

- **Start of Year 9:** entering around **Level 4**
- **End of Year 9:** moving toward **upper Level 4 / early Level 5**
- **End of Year 10:** working securely within **Level 5**

However, many e-asTTle “average” results can sit below these broad expectations. This means a student may appear average nationally, while still being below the level desirable for strong progress through the secondary curriculum.

New Curriculum Expectations Raise the Bar (or highlight the disparity between expectation and norm)

From 2026, schools are required to report against revised English and Mathematics & Statistics curriculum progress markers and descriptors. These expectations are clearer, more specific, and in many cases more demanding than the older curriculum level model. ([Tāhūrangi](#))

Nationally, the gap between old expectations and new expectations appears significant.

As schools translate student performance into the new framework, the picture may be more sobering than under the older curriculum level language.

SMART Assessment Tool – Beginning in 2026

The Ministry of Education has introduced **SMART** (*Student Monitoring, Assessment and Reporting Tool*), a new assessment tool for Years 3–10 that is designed to align more closely with the refreshed curriculum and provide clearer progress information. SMART is intended to replace e-asTTle over time. ([Education.govt.nz](https://www.education.govt.nz))

During 2026, Thames High School intends to begin using SMART with **Year 9 students** as part of strengthening baseline and progress measures.

SMART is intended to provide:

- clearer alignment to curriculum expectations
- stronger progress tracking over time
- immediate diagnostic information for teachers
- more consistent reporting information for whānau

([New Zealand Curriculum](#))

What This Means for Our Current Data

The e-asTTle baseline data remain valuable and useful but should be viewed as a **transition measure**.

In practice:

- some students who appear “average” on historical norms may still be below new expectations
- future SMART and curriculum-aligned reporting may show larger learning gaps than previously recognised
- this reinforces the need for strong Year 9 and 10 teaching, careful monitoring, and timely intervention

Understanding the e-asTTle Bands

The e-asTTle scale uses curriculum sub-levels:

- **3B / 3P / 3A** = Curriculum Level 3 (*Basic / Proficient / Advanced*)
- **4B / 4P / 4A** = Curriculum Level 4
- **5B / 5P / 5A** = Curriculum Level 5

The tables use broad bands based on historical norms.

e-asTTle guidance also recognises normal measurement variability, so results are interpreted with a **±1 sub-level margin** around the norm point.

For example:

- **4P ±1 ≈ 4B to 4A**
- **3A ±1 ≈ 3P to 4B**
- **4A ±1 ≈ 4P to 5B**

This means results should be viewed as **achievement ranges rather than exact points**.

1. Year 9 Baseline Data (2026)

Reading Comprehension

(Above = 5B+ | At/Average = 4P ±1 | Below = 3A and below)

Note: curriculum expectation = 4P

Cohort	Above	At / Average	Below
All Students	14%	69%	17%
NZ European	22%	59%	19%
NZ Māori	8%	73%	19%
Other	8%	83%	8%

Commentary:

Most Year 9 students are within or near the expected average reading band, with **83% at or above average**. This suggests a generally sound base for accessing secondary curriculum texts, though **17% remain below benchmark** and will require support. Reading is comparatively positive overall, with **83% at or above benchmark**. Māori learners are well represented in the at/average band, though less represented in the above band.

Writing

(Above = 4P+ | At/Average = 3A ±1 | Below = 2A and below)

Note: curriculum expectation = 4P

Cohort	Above	At / Average	Below
All Students	29%	33%	38%
NZ European	30%	40%	30%
NZ Māori	33%	21%	46%
Other	17%	42%	42%

Commentary:

Writing remains more challenging, with **38% below benchmark**. It should be noted that national writing norms are lower than reading norms, so "average" writing does not necessarily indicate strong readiness for future success. Māori learners are disproportionately represented in the below band (**46%**), making writing a clear equity priority.

Mathematics

(Above = 5B+ | At/Average = 4P ±1 | Below = 3A and below)

Note: curriculum expectation = 4P

Cohort	Above	At / Average	Below
All Students	7%	33%	60%
NZ European	13%	29%	58%
NZ Māori	0%	31%	69%
Other	8%	46%	46%

Commentary:

Mathematics is the strongest area of concern, with **60% below benchmark** overall and **69% of Māori learners below benchmark**. This confirms numeracy as a major priority in 2026, as in all years.

2. Year 10 Progress Data (2025 Year 9 Cohort → 2026 Year 10)

This Year 10 cohort is broadly the same group assessed as Year 9 learners in 2025 (allowing for some movement in and out). Comparisons therefore give a useful indication of progress during their first year of secondary schooling.

Reading Progress Comparison

2025 Start Year 9

Cohort	Above	At / Average	Below
All	5%	46%	49%
European	5%	62%	33%
NZ Māori	3%	34%	63%
Other	11%	22%	67%

2026 Start Year 10

(Above = 5P+ | At/Average = 4A ±1 | Below = 4B and below)

Note curriculum expectation = 5B

Cohort	Above	At / Average	Below
All	8%	56%	37%
European	11%	57%	32%
NZ Māori	3%	45%	52%
Other	9%	82%	9%

Commentary:

Reading progress is encouraging. The below band reduced from **49% to 37%** overall. Māori learners also improved, reducing from **63% below to 52% below**, although disparity remains significant. Continued support for Māori literacy acceleration is required.

Writing Progress Comparison

2025 Start Year 9

Cohort	Above	At / Average	Below
All	19%	26%	55%
European	24%	24%	51%
NZ Māori	9%	35%	56%
Other	33%	0%	67%

2026 Start Year 10

(Above = 4A+ | At/Average = 4B ±1 | Below = 3P and below)

Note: curriculum expectation = 5B

Cohort	Above	At / Average	Below
All	33%	41%	26%
European	36%	44%	19%
NZ Māori	32%	35%	32%
Other	27%	45%	27%

Commentary:

Writing shows the most significant improvement. Overall, below benchmark reduced from **55% to 26%**. Māori learners improved markedly from **56% below to 32% below**, with the proportion above benchmark rising from **9% to 32%**. This is highly positive, though continued momentum is needed.

Mathematics Progress Comparison

2025 Start Year 9

Cohort	Above	At / Average	Below
All	11%	31%	58%
European	8%	47%	44%
NZ Māori	11%	11%	79%
Other	20%	30%	50%

2026 Start Year 10

(Above = 5P+ | At/Average = 4A ±1 | Below = 4B and below)

Note: curriculum expectation = 5B

Cohort	Above	At / Average	Below
All	10%	37%	52%
European	12%	39%	48%
NZ Māori	4%	30%	65%
Other	18%	45%	36%

Commentary:

Mathematics progress is more modest but still positive overall, with the below band reducing from **58% to 52%**. Māori learners improved significantly from **79% below to 65% below**, though this remains the largest disparity in the dataset and a major strategic priority.

Summary

Areas of Strength

- Strong Year 10 gains in writing
- Positive reading improvement across cohorts
- Māori progress evident in all three domains, especially writing

Priority Areas

- Mathematics, particularly for Māori learners
- Sustaining writing gains into Year 10 and beyond
- Reducing persistent literacy and numeracy disparities
- Supporting students currently in below bands to accelerate further

Implications for the AIP

These data directly support 2026 priorities of:

- Achievement monitoring and targeted interventions
- Literacy and numeracy acceleration
- Māori success and equity improvement
- Curriculum implementation and assessment quality
- Reporting progress and variance to the Board

Conclusion

The Year 10 cohort comparisons are encouraging, particularly because progress has occurred against rising year-level expectations. Māori learners have made measurable gains, especially in writing, but disparities remain — most notably in mathematics. This confirms the importance of sustained, evidence-based intervention and strong teaching practice across 2026.

1.3 Literacy and Numeracy Progress Data – Current Year 11 Cohort (2026)

Literacy and numeracy data have been reviewed for the current Year 11 cohort. These data are especially valuable as they provide a **three-point picture across junior schooling**:

- **Start of Year 9**
- **Start of Year 10**
- **End of Year 10 or Start of Year 11 (current position)**

This enables us to see patterns of progress over two years, including improvements, persistent challenges, and equity trends. These data also help explain likely readiness for NCEA Level 1 and the Literacy / Numeracy Co-requisite requirements.

Important Context for Interpretation

The Year 11 data use a combination of:

- **e-asTTle Data**
Where available, historical e-asTTle reading, writing, and mathematics assessments.
- **CAA Achievement Data**
Where recent e-asTTle data were unavailable, students who have **achieved the Common Assessment Activities (CAA)** in literacy or numeracy have been assumed to be at least working at an equivalent benchmark.

This comparison is **approximate rather than exact**, but it is a practical way of estimating current readiness with the significant absence of continuity of asTTle data.

Current Curriculum Expectations

By the start of Year 11, students are broadly expected to be working around **Curriculum Level 5A** or above in literacy and numeracy to be strongly placed for NCEA success.

1. Reading Progress (Start Y9 → Start Y10 → Start Y11)

All Students

Stage	Above	At / Average	Below
Start Year 9	10%	51%	39%
Start Year 10	3%	69%	28%
Start Year 11	21%	63%	16%

NZ Māori Students

Stage	Above	At / Average	Below
Start Year 9	6%	39%	55%
Start Year 10	0%	50%	50%
Start Year 11	11%	65%	24%

Commentary

Reading progress is highly encouraging.

All Students

- Below benchmark reduced from **39% to 16%**
- At/Above increased from **61% to 84%**

Māori Learners

- Below reduced from **55% to 24%**
- At/Above increased from **45% to 76%**

This represents strong progress and improved readiness for senior learning, though disparity remains.

2. Writing Progress (Start Y9 → Start Y10 → Start Y11)

All Students

Stage	Above	At / Average	Below
Start Year 9	16%	31%	53%
Start Year 10	15%	26%	59%
End Year 10 / Start Year 11	2%	68%	29%

NZ Māori Students

Stage	Above	At / Average	Below
Start Year 9	13%	33%	53%
Start Year 10	3%	20%	77%
End Year 10 / Start Year 11	0%	64%	36%

Commentary

Writing has showed substantial improvement by Year 11.

All Students

- Below reduced from **59% to 29%** from Year 10 to Year 11
- At/Average increased strongly to **68%**

Māori Learners

- Below reduced from **77% to 36%**
- At/Average increased to **64%**

This is a very positive shift, though writing remains an area requiring continued attention, particularly for extension into the above band (which would represent baseline potential for merit / excellence)

3. Mathematics / Numeracy Progress (Start Y9 → Start Y10 → Start Y11)

All Students

Stage	Above	At / Average	Below
Start Year 9	3%	23%	73%
Start Year 10	8%	29%	63%
Start Year 11	4%	66%	30%

NZ Māori Students

Stage	Above	At / Average	Below
Start Year 9	0%	9%	91%
Start Year 10	0%	23%	77%
Start Year 11	0%	56%	44%

Commentary

Numeracy shows the most significant improvement by Year 11.

All Students

- Below reduced from **73% to 30%**
- At/Average increased from **23% to 66%**

Māori Learners

- Below reduced from **91% to 44%**
- At/Average increased from **9% to 56%**

This is significant progress. However, numeracy remains the area of greatest disparity and should remain a strategic focus.

Equity Snapshot – Year 11 Current Position

Domain	All Below	Māori Below	European Below
Reading	16%	24%	10%
Writing	29%	36%	26%
Numeracy	30%	44%	19%

Commentary

Disparity remains visible in all three domains, particularly numeracy. Māori learners have made strong gains but not yet reached parity.

Summary

Strongest Gains

- Reading progress across two years is strong.
- Writing progress is substantial, especially from Year 10 to Year 11.
- Mathematics / numeracy has improved significantly, though remains the greatest challenge.

Equity Picture

- Māori learners have made progress across all three domains.
- However, disparities remain most evident in mathematics, and to a lesser extent reading and writing.

Implications for NCEA Level 1 (2026)

These data suggest many students are entering Year 11 in a stronger position than earlier junior data would have predicted.

However, there remains a sizeable cohort requiring:

- close monitoring of credits and progress
- literacy / numeracy co-requisite support
- attendance support
- mentoring and intervention
- targeted Māori learner acceleration

1.4 Year 11 Literacy and Numeracy Co-requisites

The following report summarises the current REGULAR (RE) Year 11 cohort (95 students) and their progress toward the **NCEA Literacy and Numeracy Co-requisites**.

This includes the number of students who have achieved:

- **Reading CAA**
- **Writing CAA**
- **Both Reading and Writing CAA** (CAA Literacy pathway)
- **Numeracy CAA**

Count of Gender							
Row Labels	NO LIT NO NUM	Yes Num	NO LIT Total	YES LIT NO NUM	Yes Num	YES LIT Total	Grand Total
Asian		5		1	4	5	10
F		3	3	1	2	3	6
M		2	2		2	2	4
European		12	6	4	19	23	41
F		6	2	4	11	15	23
M		6	4		8	8	18
Māori		23	2	4	9	13	38
F		14		4	6	10	24
M		9	2		3	3	14
Pasifika		3	3		3	3	6
F		2			2	2	4
M		1	1		1	1	2
Grand Total		43	8	9	35	44	95

Overall Co-requisite Position

Status	Students	% of Cohort
Achieved both Literacy and Numeracy	35	36.8%
Literacy only achieved	9	9.5%
Numeracy only achieved	8	8.4%
Achieved neither	43	45.3%
Need at least one co-requisite	60	63.2%

Summary

35 students (37%) have fully completed both co-requisites.

Therefore:

- **60 students (63%)** still require Literacy, Numeracy, or both.
- **43 students (45%)** currently require both.

Literacy CAA Detail (Reading + Writing)

CAA Achievement Counts

Literacy Component	Students	% of Cohort
Reading CAA achieved	57	60.0%
Writing CAA achieved	48	50.5%
Both Reading and Writing achieved	44	46.3%
Neither Reading nor Writing achieved	30	31.6%

Commentary

Reading Stronger than Writing

As seen nationally, **reading outcomes exceed writing outcomes.**

- 60% have achieved Reading CAA
- 51% have achieved Writing CAA

Writing is the Key Literacy Pressure Point

Writing remains the more difficult literacy component and is likely to be the main reason some students have not yet secured literacy.

Positive Indicator

Almost half the cohort (**44 students**) have already achieved both Reading **and** Writing CAAs.

Numeracy CAA Detail

Numeracy Status	Students	%
Numeracy CAA achieved	43	45.3%
Not yet achieved	52	54.7%

Commentary

Numeracy remains the greatest overall challenge.

More than half the cohort still need numeracy demonstrated through either CAA or another approved pathway.

Ethnicity Breakdown – Full Co-requisites

Ethnicity	Total	Both Achieved	Need One or Both	Neither
Asian	10	4 (40%)	6 (60%)	5 (50%)
European	41	19 (46%)	22 (54%)	12 (29%)
Māori	38	9 (24%)	29 (76%)	23 (61%)
Pasifika	6	3 (50%)	3 (50%)	3 (50%)

Commentary

Māori Learners – Priority Equity Focus

- Only **24%** have both co-requisites.
- **76%** still require one or both.
- **61%** currently have neither.

This remains the most significant disparity.

European Learners

Stronger overall outcomes, with nearly half already complete.

Gender Breakdown

Gender	Total	Both Achieved	Need One or Both	Neither
Female	57	21 (37%)	36 (63%)	25 (44%)
Male	38	14 (37%)	24 (63%)	18 (47%)

Commentary

Gender outcomes are broadly similar.

- Similar completion rates
- Males slightly more likely to have neither achieved

What This Means in 2026

Students requiring support:

Need	Students
Need both Literacy and Numeracy	43
Need Literacy only	8
Need Numeracy only	9
Total requiring action	60

Implications

These data strongly support the AIP priorities:

Achievement Monitoring

- Every Year 11 student should be tracked through checkpoints.

Literacy Focus

- Particular attention to writing.

Numeracy Priority

- Numeracy remains the largest barrier.

Equity Focus

- Māori learner acceleration must remain a deliberate priority.

Attendance & Engagement

- Students needing co-requisites require strong attendance to convert opportunity into success.

Summary

- The baseline data for our current Year 11 show that 35 students have already completed both co-requisites, while 60 still require Literacy, Numeracy, or both.
- Reading outcomes are stronger than writing, and numeracy remains the largest challenge.
- Māori learners are disproportionately represented among those yet to complete co-requisites, making this a clear strategic priority for 2026.

1.5 NCEA Achievement Analysis by Ethnicity (Dual-Ethnicity Approach)

(Years 11–13, 2026 cohorts – based on prior NCEA and CAA attainment)

This analysis was inspired by the questions last week and the intent that has been suggested but not realised to complete a dual or multiple ethnicity group analysis of NCEA and CAA results. To see what difference such an analysis makes to comparisons.

Approach

This analysis uses both **Ethnicity – 1st Name** and **Ethnicity – 2nd Name** fields to ensure students are represented across all ethnicities they identify with.

Students are therefore:

- Counted in multiple groups where applicable (e.g. Fijian and NZ European = Pasifika and NZ European)
- Not reduced to a single “priority ethnicity” classification

This approach provides a more accurate and inclusive reflection of identity, particularly in a cohort where a significant number of students identify with more than one ethnicity.

As a result:

- Totals across ethnicity groups exceed the cohort size
- Percentages represent within-group achievement rates

For transparency, priority ethnicity comparisons are also provided to show the impact of classification method.

Cohort Summary (Regular Students – RE)

Year Level	Total Students	Dual Ethnicity	% Dual
Year 11	92	34	37%
Year 12	70	25	36%
Year 13	58	21	36%

Dual Ethnicity Breakdown (Key Combinations)

Year 11

- Māori + NZ European: 22
- Māori + Pasifika: 4
- Māori + Other (incl. Asian/MELAA): 3
- NZ European + Other (incl. Asian/Pasifika): 5

Year 12

- Māori + NZ European: 16

- Māori + Pasifika: 3
- Māori + Other: 2
- NZ European + Other: 4

Year 13

- Māori + NZ European: 14
- Māori + Pasifika: 2
- Māori + Other: 2
- NZ European + Other: 3

Interpretation of Combinations

- The largest dual-ethnicity grouping by a significant margin is Māori + NZ European across all year levels.
- This means a substantial number of students are represented in both of the two largest reported groups.
- Smaller combinations (e.g. Māori + Pasifika, NZ European + Asian/Pasifika) are present but in lower numbers.

This confirms that ethnicity in this cohort is overlapping rather than discrete, reinforcing the need for a dual-ethnicity analytical approach.

Achievement Tables – Dual Ethnicity Method

Year 12 (Achieved Level 1 → Level 2 cohort)

Ethnicity	Students	Achieved L1	%
Māori	28	21	75.0%
NZ European	55	51	92.7%
Pasifika	6	4	66.7%
Asian	8	7	87.5%
Other	5	5	100%

Year 13 (Achieved Level 2 → Level 3 cohort)

Ethnicity	Students	Achieved L2	%
Māori	32	29	90.6%
NZ European	49	47	95.9%
Pasifika	4	3	75.0%
Asian	7	7	100%
Other	6	6	100%

Year 11 – Literacy (CAA / equivalent)

Ethnicity	Students	Achieved Literacy	%
Māori	41	16	39.0%
NZ European	72	36	50.0%
Pasifika	9	4	44.4%

Asian	6	3	50.0%
Other	4	3	75.0%

Year 11 – Numeracy (CAA / equivalent)

Ethnicity	Students	Achieved Numeracy	%
Māori	41	14	34.1%
NZ European	72	37	51.4%
Pasifika	9	4	44.4%
Asian	6	3	50.0%
Other	4	3	75.0%

Comparison – Priority vs Dual Ethnicity (Māori & NZ European)

(the largest two groups)

Gap Comparison – Priority vs Dual Ethnicity

Measure	Māori (Priority)	NZ European (Priority)	Gap (Priority)	Māori (Dual)	NZ European (Dual)	Gap (Dual)	Gap Shift
Y12 L1	73.9%	93.3%	19.4%	75.0%	92.7%	17.7%	-1.7%
Y13 L2	96.2%	100%	3.8%	90.6%	95.9%	5.3%	+1.5%
Y11 Literacy	34.2%	55.3%	21.1%	39.0%	50.0%	11.0%	-10.1%
Y11 Numeracy	28.9%	60.5%	31.6%	34.1%	51.4%	17.3%	-14.3%

Commentary

- The largest gap is at Level 1 (Year 12 cohort), reflecting achievement of the full Level 1 qualification in Year 11. This is a cumulative measure, influenced by attendance, engagement across the year, and completion of all components, including **co-requisites**.
- **By contrast, the gap at Level 2 (Year 13 cohort) is much smaller, indicating that students who continue into senior pathways achieve at more comparable rates across groups.**
- The dual-ethnicity method moderates the gap, particularly at **Year 11 literacy and numeracy**, where the difference reduces by around 10–14 percentage points. This reflects the significant number of students who identify as both Māori and NZ European and are counted differently under priority ethnicity.
- Importantly, while the size of the gap shifts depending on method, the overall pattern remains consistent:
 - Differences are larger at earlier qualification stages (Level 1 / CAA)
 - Differences reduce significantly at Level 2 and beyond
- This suggests that the key area of focus is early engagement and completion at Level 1, while senior pathways are supporting more equitable outcomes over time, highlighting **retention** as critical.

2. Strategic Plan/ School Review

2.1 Annual Plan 2026 and Annual Report 2025

The Annual Implementation was finalised after the literacy and numeracy baseline data were added.

Ref: [2026 Thames High School Annual Implementation Plan - MARCH 2026](#)

This has been sent to the MoE and published on our Planning and Reporting page of our Website. <https://www.thameshigh.school.nz/our-planning-reporting/>

A key focus for May is the completion of the 2025 Annual Report, which is due to the Ministry of Education by 31 May. The Annual Report provides a summary of achievement and progress against the Annual Implementation Plan (AIP) for our community.

In addition to this formal report, progress will continue to be shared with the Board throughout the year via Principal's Reports, including a mid-year summary of progress against AIP priorities and targets.

3. Personnel

3.1 Staffing Update

Confirmed new appointments:

- **Julie Major** – Teacher Aide Fixed Term part-time (20 hours per week)
Period: 20 Apr – 19 Jun 2026
Covering for an existing staff member undertaking an eight-week full-time practicum placement.
- **Tai Pio** – Teacher Aide Fixed Term part-time (ACC Funded)
Period 1: 14 hours per week from 20 Apr – 3 Jun 2026
Period 2: 5 hours per week from 20 Apr – 11 Dec 2026.
Funding provided by a specific student/s.

Pending appointments: *(The following appointments are currently in progress)*

- **Sally (Rochelle) Green** – Cleaner (Casual Reliever) (15 hours per week)
15 hours per week commencing the 4 May 2026.
Replacement for Lesley Inia.
- **Michelle Mulholland** – Librarian / Admin Support (Casual)
Casual cover on a required basis.
Providing support for the Librarian & Resource Coordinator during approved leave (14 – 25 September 2026).

Resignations | Other

There are no resignations.

Internal Position / Roles

- Jonah Caigoy – Teacher of Science
 - Fixed Term Responsibility – Curriculum Leader Science (1 FTMU)

3.2 Professional Learning and Development Update

Gareth Wright, Deputy Principal

Monday PL / Tuesday cycle

Term 1 Summary

Monday/ Rāhina- PLD 3.30-4.30 pm (unless advised)	2/2 Full Staff Hui Overview and Debrief	9/2 Staff Only day (Board approved) LockitDown Curriculum Development	16/2 PLD - Full Staff Whole school literacy TUP	13/2 PLD - Full Staff Staff wellbeing FNH	2/3 PLD - Full staff FGCs EOTC PLD applications Attendance	9/3 Full staff Climate and Culture Survey	16/3 No meeting Direction afternoons	23/3 PLD - Department planning time, new curriculum/Report ing	30/3 PLD - Dept Graduate profile and instructional model reflection
Tuesday/Rātu (Pastoral/HOD/ Kaiāwhina) 3.30-4.30 pm	HoD Hui C1 (i/c WRT)	Full Staff Pastoral Hui - teaching staff TUP/HOV	Kaiāwhina Hui ESR (i/c ASH)	HoD Hui C1 (i/c WRT)	Kaiāwhina Hui ESR (i/c ASH)	Full Staff Pastoral Hui - Kaiāwhina class/student meetings - Year 9	No meeting Direction afternoons	Kaiāwhina Hui ESR (i/c ASH)	HoD Hui C1 (i/c WRT)

The priorities for Term 1 2026:

- ...

Looking head – Term 2

Monday/ Rāhina- PLD 3.30-4.30 pm (unless advised)	20/4 PLD / Dept - Curriculum changes / development	27/4 No Hui - ANZAC Day Observance No School	4/5 PLD - Full Staff KAMAR and P.A.R.O.T changes and updates, (i/c ASH)	11/5 Full Staff Hui - i/c FNH with Tōturu - Alcohol & Drugs Education	18/5 Full Staff Hui- i/c MCN/WRT Relational practice.	25/5 PLD / Dept - Curriculum changes / development	1/6 No Hui - Kings Birthday No School	8/6 PLD - PGC reflection on observations and goals.	15/6 No Meetings	22/6 No Meeting	29/6 PLD / Dept - Curriculum changes / development
Tuesday/Rātu (Pastoral/HOD/ Kaiāwhina) 3.30-4.30 pm	21/4 HoD Hui C1 i/c WRT	28/8 Pastoral Network Hui - Kyle/Tōturu - mentoring conversations in Library (i/c ASH)	5/5 Full Staff Hui PASTORAL - Kaiāwhina discussing Senior student needs with Ropu/Whanau Kaitiaki	12/5 Pastoral Network Hui (Kaiāwhina, SENCO, CA GC) ESR (i/c ASH)	19/5 Full Staff Hui PASTORAL - Attendance Management STAR / AMP ASH	26/5 HoD Hui C1 (i/c WRT)	2/6 Pastoral Network Hui (Kaiāwhina, SENCO, CA GC) ESR (i/c ASH)	9/6 Full Staff Hui PASTORAL - PB4L/Layers of Support Phones/Behaviour in class	16/6 No meeting	23/6 No Meeting	30/6 HoD Hui C1 i/c WRT

The priorities for Term 2 2026:

- ...

- **Waiata Wednesdays**

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

External PD Record (as 29/4/2026)

Month	Staff	Description	Provider	Start	End	Location	Expenditure
Feb	Jasmin Yorke	NZATE 'Building the Bridge'.	NZATE	19/02/2026		Auckland	\$625.00
	Ann Hover	AT application & Ipad use.	MOE	19/02/2026		Thames	\$0.00
	Sonya Brown	AT application & Ipad use.	MOE	19/02/2026		Thames	\$0.00
	Ann Hover	Numicon	Numicon	20/2/2026		Thames	\$150.00
	Ann Hover	LSC HUI	MOE	18/2/2026		Thames	\$0.00
	Rose Nisbet	Library Manager	National Library	25/2/2026		Waihi	\$87.00
Mar	Michael Kim	Being an effective Dean	The Education Group	2/3/2026	3/3/2026	Auckland	\$1,681.00
	Jonah Caigoy	Being an effective Dean	The education group	2/3/2026	3/3/2026	Auckland	\$1,459.00
	Jennifer-Anne Baylois	Workplace Assessor	SKILLS4WORK	12/3/2026		Auckland	\$986.50
	Sharyn Baker	SBM Regional Meeting	SBM	04/03/2026		Hamilton	\$200.00
	Gareth Wright	Secondary Curriculum & Co-requisite Hui	Te Mahua	4/3/26		Hamilton	\$273.00
	Daniel Neufeld	Secondary Curriculum & Co-requisite Hui	Te Mahua	4/3/2026		Hamilton	\$400.00
	Rahera Allen	Secondary Curriculum & Co-requisite Hui	Te Mahua	4/3/2026		Hamilton	\$400.00
April	Leanne Ardem	University of Waikato Careers Advisory Update	Waikato University	28/4/2026		Hamilton	\$466.00
	Stephen Slaney	HETTANZ Hui Katoa, Cambride	HETTANZ	1/4/2026		Cambridge High School	\$165.00
	Dianna Phillips	HETTANZ Hui Katoa, Cambride	HETTANZ	1/4/2026		Cambridge High School	\$0.00
	Jennifer Baylois	HETTANZ Hui Katoa, Cambride	HETTANZ	1/4/2026		Cambridge High School	\$0.00
	Romel Gador	HETTANZ Hui Katoa, Cambridge	HETTANZ	1/4/2026		Cambridge High School	\$0.00
	Jesse Watson	HETTANZ Hui Katoa, Cambridge	HETTANZ	1/4/2026		Cambridge High School	\$0.00

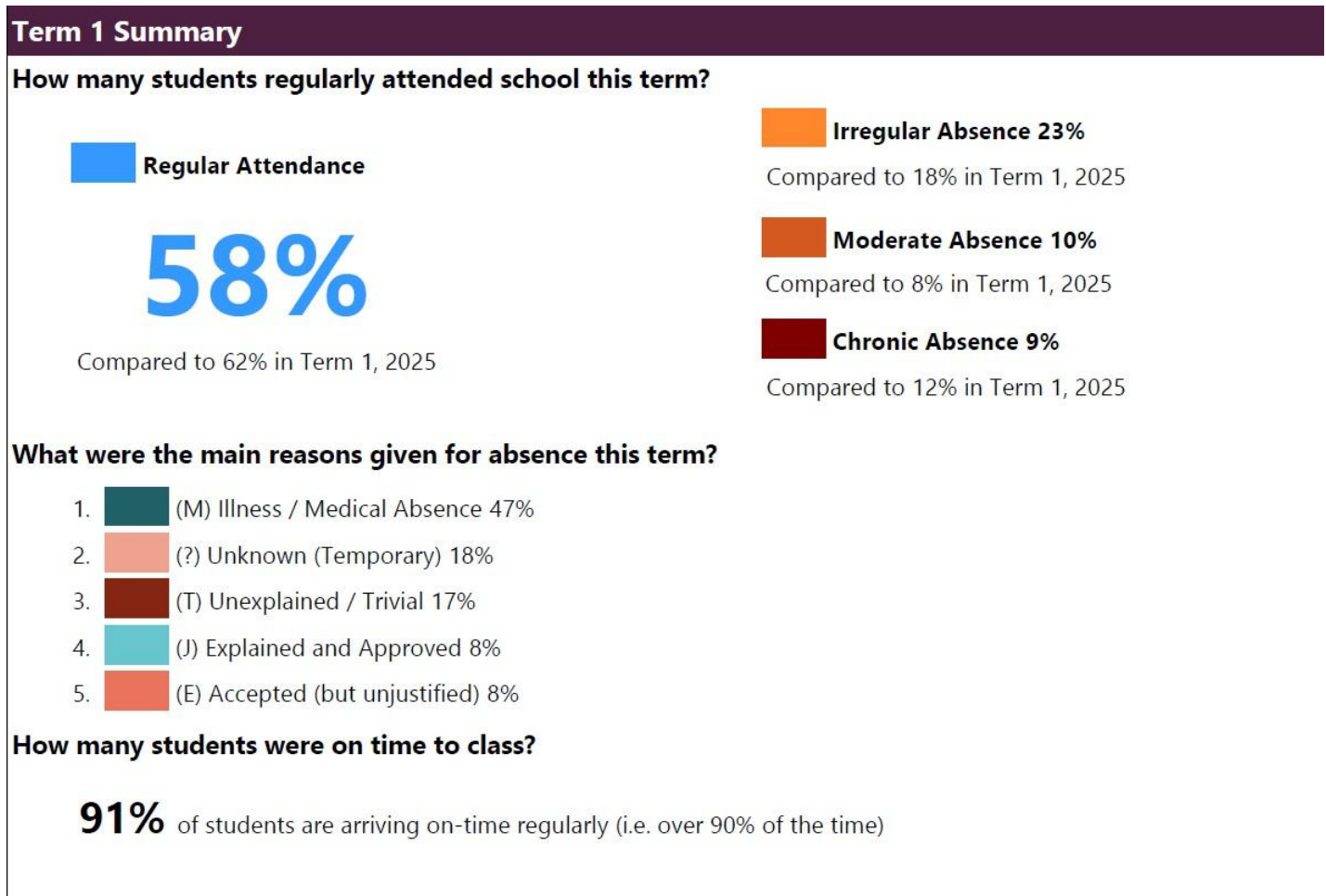
4. Physical and Emotional Environment

4.1 Attendance

Term 1 Attendance Report (Every Day Matters)

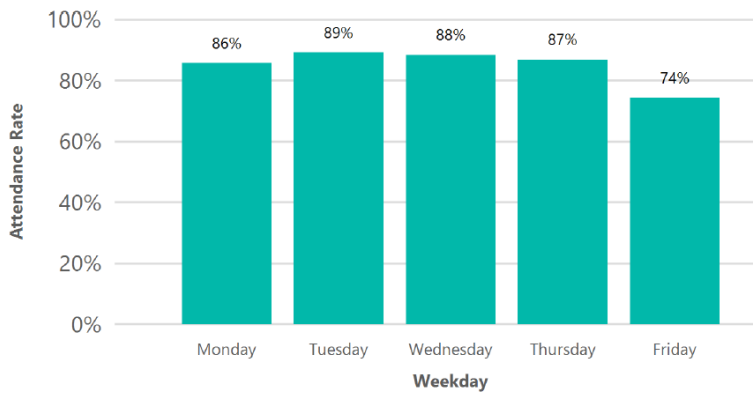
We have received the summary report from the Ministry of Education for [Every Day Matters: Term 1 2026](#).

- Term 1 2026 slightly lower than 2025 by 4% points, although there was a Covid (& Flu) spike this year, not in 2025.
 - resulting in more in the irregular and moderate absence groups
- BUT - chronic absence % down (9% vs 12%) - so that was good.
- Kaiāwhina will hone in on their focus group(s) in the full report, and use this alongside KAMAR data tracking to monitor our progress against our attendance management plan.
- We will need significant effort to keep attendance rates from dipping in Term 2 and 3 as we see each year.



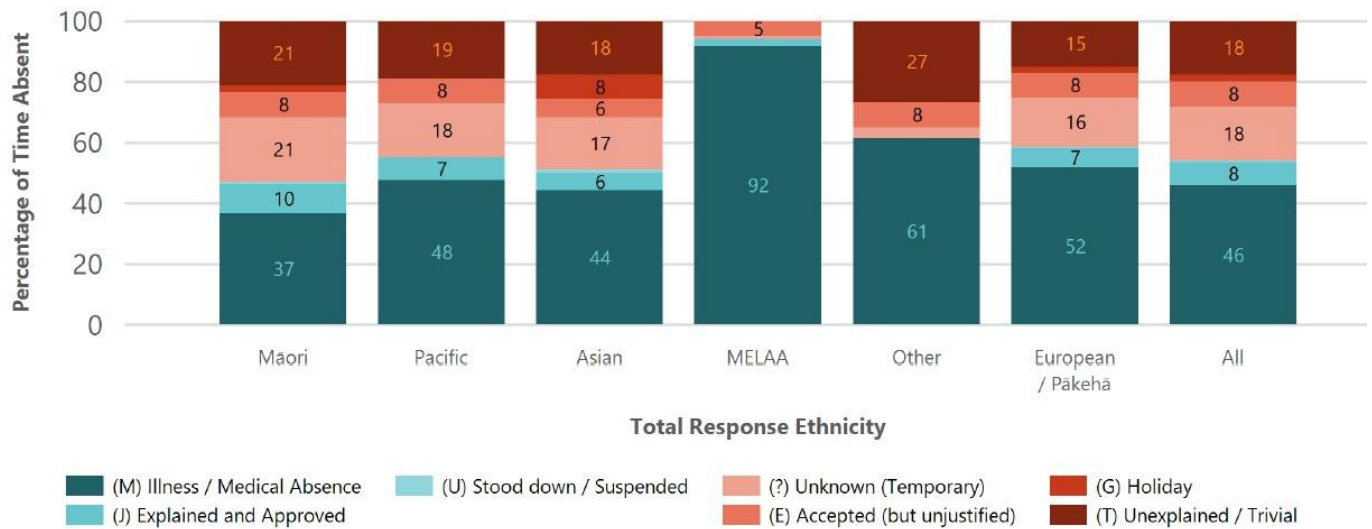
It is worth highlighting the Term 1 Friday dip in the MoE report, and the summary of reasons for absence.

What is your average attendance rate for each weekday?



What differences are there between ethnic groups in reasons given for absence?

NOTE: Students who identify with more than one of these ethnic groups are counted in each.



MELAA students had the highest proportion of justified absences, with 94% of their absences being for justified reasons. Māori students had the highest proportion of unjustified absences, with 53% of their absences being for unjustified reasons.

Engagement to either get explanations or resolve attendance issues remains a significant challenge in our attendance management plan.

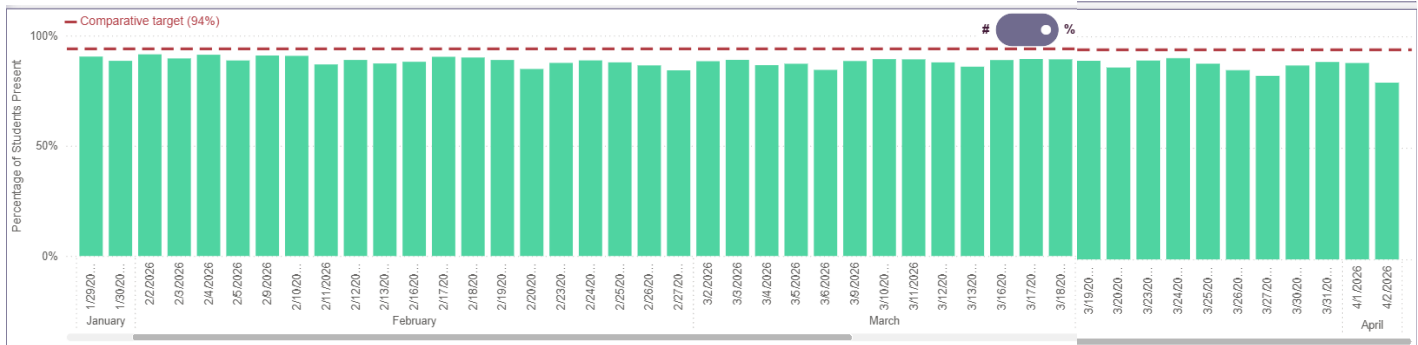
It is worth noting that the ethnicity statistics count those who identify and more than one ethnicity are counted in both, and we need to adopt this for our comparisons against ethnicity for other key measures.

Regional comparison

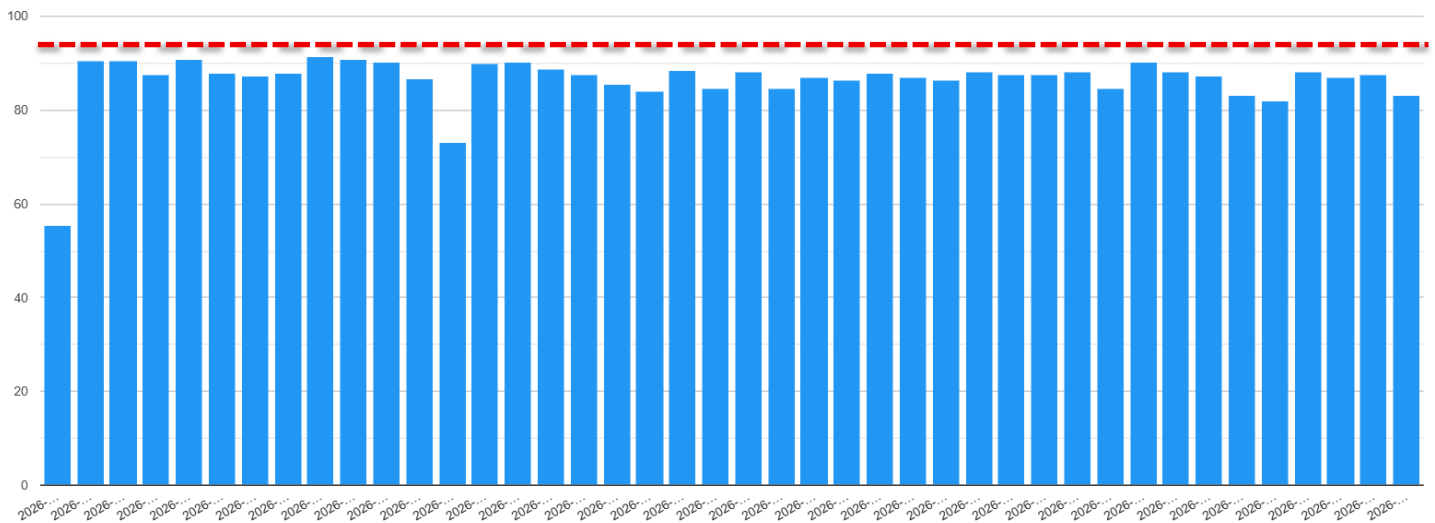
Daily attendance statistics reports are published on the Education Counts site.

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

For the Waikato, coeducational, and our EQI group (for TERM 1)



Term 1 Attendance (present %, half day %)



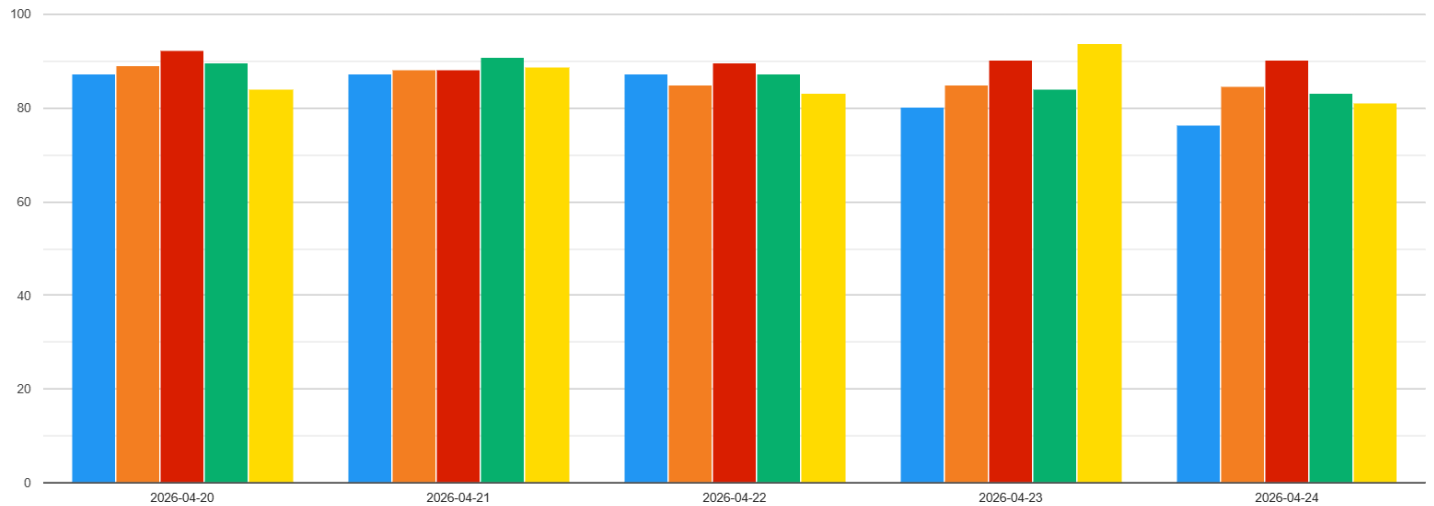
Biggest dips

- Day 1 2 February - 'approved online learning' for Years 10-13: we need to reconsider how we managed this, as other (comparison) schools seem to have managed the data better for the start up.
- 20 February – House Athletics / Activities` (73%)
- 27 March – Friday of the second to last week (82%)
- 26 March – Thursday of the second to last week (83%)
- April – last day of term 1 (83%)

Term 2 Attendance (as of 27 April)

With only 5 days of Term 2, this is very early days

Average daily attendance, with a year level split (Year 9 to 13, left to right for each day)



Date	Year 9	Year 10	Year 11	Year 12	Year 13
2026-04-20	87.3	89.2	92.3	89.7	84.1
2026-04-21	87.3	88.2	88.1	91	88.9
2026-04-22	87.3	84.9	89.7	87.2	83.3
2026-04-23	80.3	84.9	90.2	84	93.7
2026-04-24	76.3	84.8	90.2	83.3	81

Week 1, Term 2, compared 2025)

Week 1	Year 9	Year 10	Year 11	Year 12	Year 13
T2, 2025	88.9	85	81.7	80.5	77.2
T2, 2026	83.7	86.4	90.1	87.1	86.2

Referrals to CAPS

There are 10 active referrals:

- Year 9 – 1
- Year 10 – 5
- Year 11 - 4

4.2 STAR (Stepped Attendance Response) / AMP Plan Update

Mr Chris Ashforth, Deputy Principal

STAR Attendance Levels

STAR Level	Days Absent	Response Focus
Yellow	5–10 days	Early intervention and support
Orange	10–14 days	Increased monitoring and whānau engagement
Red	15+ days	Immediate targeted intervention and leadership involvement

Current Monitoring and Support Systems

Weekly Attendance Tracking

- Staff receive weekly attendance printouts to:
 - follow up with students
 - prompt attendance conversations
 - begin My Daily Attendance Plans
 - Weekly attendance reports are also shared with Kaiāwhina to support follow-up with Rōpū and Whānau Kaitiaki.

Leadership Review

- Chris Ashforth and Sharen Stevenson review attendance data weekly, focusing on:
 - regular attendance rates
 - students in Yellow, Orange, and Red STAR categories
 - next steps for intervention and support

Communication with Parents / Whānau

- Automated Notifications
 - KAMAR generates automatic pastoral alerts when students reach Yellow, Orange, or Red STAR levels.
 - Tailored email messages are sent to parents/caregivers when students move into each STAR level, encouraging meetings with:
 - Rōpū and Whānau Kaitiaki
 - Kaiāwhina
 - Deputy Principal

- PAROT continues to provide weekly automated attendance summaries to parents regarding their taiohi / young person.
- If a student receives a ? (unexplained absence), an automatic email is sent to parents the same evening.

Daily Follow-Up

- Sharen Stevenson (Attendance Officer) reviews attendance messages daily and makes direct contact with parents where required.

Student Led Engagement and Incentives

Recognition

- A new House Points System rewards students for:
 - Manākitanga and Engagement
 - Whanaungatanga and Sport & Extracurricular Activities
 - Whakamana and School Spirit & Culture
 - Whakapono and Service
 - Mātauranga and Academics
- Additional rewards and incentives are presented at assemblies for students with excellent attendance.

Direction Day/Afternoon Bookings

In 2026 we offered Direction Afternoons in Term 1, Tuesday 17 March and Thursday 19 March from 3:30 pm to 6 pm due to feedback from HODs. In 2025 we had Direction Days on 11 March and 12 March from 10:30am to 6:30pm. The difference in time is 2.5 Hours for the Direction Afternoon compared to 8 Hours for the Direction Days.

Below are the overall bookings and as you can see there is nearly a 48% decrease in bookings for Year 9 and in Year a 27% decrease in bookings. With the Year 11, 12, 13Year 11,12,13 Whānau there is a 28% decrease in bookings. However, an increase in bookings with SENCO and Kaiāwhina. The overall lower bookings can be attributed to the smaller amount of time for parents to book to see someone.

2025 and 2026 Booking Totals

	2025 Bookings	2026 Bookings
Year 9 Rōpū Kaitiaki	52	27
Year 10 Rōpū Kaitiaki	37	27
Year 11,12,13 Whānau	70	50
Kaiāwhina	2	8
SENCO	1	4
Gateway/Careers	7	6

4.3 Roll Update

Records in KAMAR (as of 27 April 2026)

Gender (Type)	Count	9	10	11	12	13
Female	225	44	39	58	51	33
Female (FF)	15	0	0	3	8	4
Female (RE)	209	44	39	54	43	29
Female (SA)	1	0	0	1	0	0
Male	188	34	52	43	28	31
Male (FF)	4	0	0	2	0	2
Male (RE)	178	32	52	38	27	29
Male (SA)	6	2	0	3	1	0
Total	413	78	91	101	79	64

NB: SA = satellite (Goldfields) not THS students (7)

Roll (RE and FF)= 406 as at 27 April, 2026.

FF = 19, so regular (RE) roll = **387**

2025 (as of 21 May 2025 – the closest relative date for comparison)

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

NB: SA = satellite (Goldfields) not THS students (5)

Roll (RE and FF)= 401 as at 21 May 2025

FF = 18, so regular (RE) roll = **383**

4.4 Summary of Leavers and Enrolments March to April 2026

Mr Chris Ashforth, Deputy Principal

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

Student Leavers Summary	New Student Enrolments Summary
<p>Year 9</p> <ul style="list-style-type: none"> 1 student potentially leaving for at home schooling. <p>Year 10</p> <ul style="list-style-type: none"> 3 students have transferred to another school, one of them have transferred to online school. <p>Year 11</p> <ul style="list-style-type: none"> 3 students have returned overseas 2 students not returned due to continuous absence <p>Year 12</p> <ul style="list-style-type: none"> 1 student not returned due to continuous absence 3 students have returned overseas <p>Year 13</p> <ul style="list-style-type: none"> 1 student returned overseas <p>Total students who have left: 14</p>	<p>Year 9</p> <ul style="list-style-type: none"> 3 students <p>Year 10</p> <ul style="list-style-type: none"> 3 students <p>Year 11</p> <ul style="list-style-type: none"> 4 students <p>Year 12</p> <ul style="list-style-type: none"> None <p>Year 13</p> <ul style="list-style-type: none"> 1 student <p>Total new students enrolled: 11</p>

4.5 Stand-downs and Suspensions

- There have been **four** stand downs and **one** suspension in the period 19 March to 28 April 2026.
- Board members may refer to the [summary of stand downs and suspensions](#) for a breakdown of reasons, year level, gender, and ethnicity.

	In this period	Year to date (28 April)	Total as of May 2025	2025 total	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	4	5	9	11	26	38	46	52	29
Suspensions	1	1	2	3	4	7	2	7	9
Exclusions / expulsions	0	0	0	2	0	0	0	1	2

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

5. Evaluation and Compliance

5.1 ERO Update

Following from my March report, we have received the [official notification of an ERO Evaluation in Term 4](#).

Following the recent Education Review Office (ERO) notification, we have indicated that Weeks 2–3 of Term 4 are likely to be the most suitable timing for the Hauhake review, prior to senior exam leave, to ensure full student presence and a representative evaluation context.

ERO has confirmed that this review is separate from the ongoing progress engagement, which will continue as planned. As previously advised, we expect an Evaluation Partner update mid–Term 2 as part of that process.

We will continue to work through the ERO preparation requirements in advance of the Term 4 review. A further update will be provided as planning progresses.

Ngā manaakitanga



Michael Hart
Tumuaki/Principal