

Te Kura Tuarua o Te Kāuaeranga Thames High School



Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata | We grow together to achieve one's true potential.

Tumuaki/Principal's Report to the Board

24 March 2026

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Executive Summary

Executive Summary

This report provides the Board with an update on key areas of school performance and operation. It covers:

- strategic and operational developments since the previous Board meeting
- student achievement, including 2025 NCEA analysis by year level, ethnicity, gender, attendance, and EQI comparison
- attendance, engagement, and wellbeing, including the March roll return and Term 1 attendance patterns
- student welfare and safeguarding assurance
- personnel matters

Since the previous Board meeting, the school has continued to make progress across several strategic and operational priorities. This has included the establishment of the **Te Ara Whakamana** programme, completion of the **Staff Climate and Culture Survey**, further refinement of the **Annual Implementation Plan**, and continued development of systems supporting attendance, health and safety, ICT/device management, and strategic measurement.

A significant theme in this report is **student achievement**. The 2025 NCEA analysis shows strong recovery and improvement at **Level 1 and Level 2**, with results now above EQI comparison measures. **Level 3** achievement is more variable, reflecting the complexity of senior pathways. Across all levels, the report highlights that while overall achievement is strengthening, **equity disparities remain**, particularly for **Māori learners**, and most notably for **Māori males at Year 13 / Level 3**.

A second key theme is **attendance**. Term 1 data shows strong attendance in **Year 9**, generally stable patterns through **Years 10–12**, and lower, more variable attendance in **senior students**, especially **Year 13**. Attendance differences between Māori and European students remain evident, particularly in the senior school. The report confirms that attendance continues to be one of the most important levers for improving achievement and engagement, and that implementation of the school's **Attendance Management Plan / STAR framework** remains a critical priority.

The report also outlines the **1 March 2026 roll return**, which shows a lower overall roll than the same time last year, driven largely by a smaller Year 9 intake. This has implications for future roll progression and reinforces the importance of continuing to strengthen transition, retention, and the overall attractiveness of the school to whānau.

In the areas of **student wellbeing, safeguarding, and school operations**, the report confirms that school systems remain sound. Emergency drills have identified practical next steps for improvement, safeguarding policies and procedures remain current and fit for purpose, and staff have been reminded of their responsibilities regarding child protection and abuse disclosure. The report also

highlights continued efforts to strengthen parent engagement, student support, digital wellbeing education, and opportunities for innovation through partnerships and co-curricular participation.

0. Update (operational)

Since the previous Board meeting, it has been a very busy period across the school. I acknowledge and thank our staff, students, and whānau for their ongoing commitment and support. The following update outlines key areas of progress, activity, and development.

Te Ara Whakamana Programme

Our Te Ara Whakamana Programme Coordinator, Shelley Johnston, began her role on Monday 23 February. Progress to date includes:

- Induction into the role and school systems
- Development of a proposed timeline and programme for student induction
- Gathering information on potential candidates and organising meetings with staff, students, and whānau

The criteria for inclusion are aligned with, but more flexible than, external alternative education provision. Considerations include attendance, engagement, and the suitability of the programme to meet identified needs. One student has begun transitioning back into school, and a further two to three students are being considered for the initial intake.

Additional progress includes identifying and sourcing resources (space, furniture, and materials), and meeting with a Ministry of Education advisor regarding literacy and numeracy standards to support credentialling within a project-based learning environment.

Staff Climate and Culture Survey

Following the last Board meeting, the Staff Climate and Culture Survey, facilitated by Jenny Gray, was conducted on Monday 9 and Tuesday 10 March. To enable completion before the end of term, meeting schedules were adjusted. Communication outlining the purpose, methodology, and timelines was shared with all staff. Overall, the process was well managed and implemented effectively.

Annual Implementation Plan (AIP)

The Senior Leadership Team has been refining the draft Annual Implementation Plan. The remaining work is to incorporate baseline literacy, numeracy, and achievement data for 2026. This will be completed in time to meet the 31 March deadline.

Evacuation Drill

An evacuation drill was held on Thursday 26 February. While most aspects met expectations, the time taken for wardens to report an "all clear" exceeded the expected 5–6 minutes.

A subsequent unplanned evacuation occurred on Thursday 12 March following a smoke alarm activation. It was pleasing that this evacuation was completed successfully.

Next steps include refining evacuation routes (particularly from E and C Blocks to the assembly area) and ensuring all wardens are confident in their roles.

Lockdown Drill

A lockdown drill was conducted on Friday 27 February, supported by the Lockitdown team, who observed and provided feedback.

The school was effectively secured within approximately five minutes. One external door was initially left open (subsequently secured), and it is suspected a student exited during the process. Visibility and audibility during lockdown were appropriately minimal.

Areas for improvement include:

- Clarifying procedures for late-arriving students and visitors during a lockdown
- Updating block checklists to ensure all spaces are accounted for

Overall, this was a successful first drill for 2026. A further drill, including a different scenario, is planned for Term 2.

ICT / Device Management (New Era IT)

The New Era IT team met with the Business Manager and Principal to review the development plan, inventory management, and the use of AI to support teaching and learning.

While there are sufficient devices to support approximately 80–90% of students at any one time, distribution processes require improvement to reduce time spent locating devices.

New Era advised that similar challenges exist in comparable schools and are supporting the development of a more robust, real-time inventory system. A key next step is to increase the number of devices managed and issued through the Resource Hub in Term 2.

Springboard Trust – Strategic Measurement in Schools

The Senior Leadership Team has commenced work with the Springboard Trust programme, *Strategic Measurement in Schools*.

This involves developing a Balanced Scorecard approach across four domains:

- Learning
- Teaching and Leadership
- School Culture and Community
- People, Tools, and Resources

We are working with a coach and have been partnered with Bream Bay College. This is a longer-term approach that will strengthen how we plan, measure, and monitor strategic progress and outcomes.



Attendance Management (AMP / STAR)

A meeting with our Ministry of Education advisor was held on Tuesday 3 March, with a focus on the Attendance Management Plan (AMP).

Our AMP, based on the Ministry template, was acknowledged as being well developed. Key insights included how data from our Student Management System (KAMAR) feeds into Ministry models that determine levels of support and intervention.

Key indicators include:

- Percentage of regular attendance (91–100%)
- Rates of chronic absence (0–70%)
- Unexplained absences
- Referrals to attendance services

A whole-school approach is required to implement the AMP/STAR framework effectively. The Deputy Principal (Pastoral and Attendance) and Attendance Officer are leading this work, including ensuring staff understand their roles.

System improvements within KAMAR now flag students with irregular attendance and support the recording of interventions. This strengthens existing practice and supports more timely and consistent responses.

Hynds Foundation – Entrepreneurship Opportunity

On Thursday 10 March, the Pathways Manager and Principal met with Emma O’Riordan from the [Hynds Foundation](#), to explore opportunities to support entrepreneurship within the school.

The Foundation primarily offers professional development and planning support. [Their work](#) includes partnerships with Manurewa High School (Business Academy) and Papakura High School.

A potential priority project is the development of a Makerspace within the Library/Resource Centre. This aligns with existing interest from staff and provides opportunities to connect with enterprise and technology learning areas.

This is an early-stage discussion, with potential for a long-term partnership to be developed in Term 2.

Parent Engagement – Digital Wellbeing Evening

Following concerns raised in the Thrive Trust report (Term 4, 2025) regarding student sleep and device use, Mike Wilkes has agreed to facilitate a parent evening:

Managing Devices – Building Culture

This will be held on Wednesday 1 April, 6:30–8:00 pm. Invitations have been distributed, and the school will continue to promote and support attendance.

Sporting Participation and Achievement

- Following house activities and athletics, over 50 students participated in the Thames Valley Athletics (Wednesday 11 March), with strong results. Several students have progressed to Waikato/BOP Championships.

SPORT AT THAMES HIGH SCHOOL

TVSS Athletics Results
TOP 4 QUALIFIERS FOR MAI/BOP SECONDARY SCHOOL ATHLETICS

SENIOR GIRLS
JESS RENDALL - 2ND HIGH JUMP, 2ND 100M, 3RD 200M
MILLA SAWYER - 4TH 800M
MIYA COSTELLO - 2ND HIGH JUMP
DIMPLE MARTIN - 4TH JAVELIN

SENIOR BOYS
MALTER WIKI - 1ST LONG JUMP, 2ND 200M, 3RD 100M
ISAYAH BOYD - 1ST TRIPLE JUMP, 2ND LONG JUMP
COLE MUIR - 4TH 800M, 4TH 1500M

RELAY RESULTS
JUNIOR BOYS - 3RD
JUNIOR GIRLS - 6TH
INTERMEDIATE BOYS - 5TH
INTERMEDIATE GIRLS - 4TH
SENIOR GIRLS - 5TH
SENIOR BOYS - 2ND

SPORT AT THAMES HIGH SCHOOL

TVSS Athletics Results
TOP 4 QUALIFIERS FOR MAI/BOP SECONDARY SCHOOL ATHLETICS

JUNIOR GIRLS
LILY MATSON - 3RD 3000M
MILA TULL - 4TH TRIPLE JUMP
ALYXES KENMARA - 4TH 1500M

JUNIOR BOYS
ALEX ATRILL - 2ND SHOT PUT
FYNN PAKI - 4TH 100M
JAI BRADLEY - 4TH 3000M
ATTICUS KANARA-TOKOA - 2ND 300M

INTERMEDIATE GIRLS
MAIA WHITNEY - 1ST LONG JUMP
TELEAH HAROLD - 4TH HIGH JUMP
ALZORA TAYLOR - 1ST DISCUS, 3RD SHOTPUT, 2ND JAVELIN

INTERMEDIATE BOYS
LUCA YAMAMOTO - 2ND 3000M, 2ND 1500M
TYLER SMITH - 1ST TRIPLE JUMP
ROCKY TUHAKARAINA - 2ND TRIPLE JUMP

SPORT AT THAMES HIGH SCHOOL

Waikato Secondary Schools Athletic Champs 2026

TRACK EVENTS
JAI BRADLEY - 14TH JNR BOYS 3000M
LUCA YAMAMOTO - 9TH INT BOYS 3000M, 11TH 1500M
FYNN PAKI - 10TH JNR BOYS 100M - PB
ATTICUS KANARA-TOKOA - 9TH JNR BOYS 300M - PB
JESS RENDALL - 8TH SNR GIRLS 100M - PB, 11TH 200M - PB
ALYXES KENMARA - 13TH JNR GIRLS 1500M - PB

FIELD EVENTS
ALZORA TAYLOR - 8TH INT GIRLS DISCUS
12TH JAVELIN, 12TH SHOT PUT
MAIA WHITNEY - 6TH INT GIRLS LONG JUMP - PB
DIMPLE MARTIN - 7TH INT GIRLS JAVELIN - PB
MILLA TULL - 6TH JNR GIRLS TRIPLE JUMP
ALEX ATRILL - 10TH JNR BOYS SHOT PUT
TYLER SMITH - 5TH INT BOYS TRIPLE JUMP
ROCKY TUHAKARAINA - 4TH INT BOYS TRIPLE JUMP

- Competitive swimming was completed on Monday 16 March, with excellent performances. We look forward to outcomes from the Thames Valley Swimming Championships on Thursday 19 March.

Celebrating Success

School Facebook posts continue to highlight and celebrate the wide range of student and staff achievements and activities across the kura.

Reporting and Learning Conversations

Term 1 reports were published on Friday 13 March, followed by Direction Afternoons on Tuesday 17 and Thursday 19 March (3:30–6:00 pm).

These provide valuable opportunities for students, parents, and teachers to discuss progress, aspirations, pathways, and support. The structure aligns with “open for instruction” guidelines and reflects positive engagement from previous years.

NCEA and CAA Information Evening

An NCEA and CAA information evening was held on Wednesday 11 March. This was well attended and positively received by whānau, providing clarity around qualification changes and expectations.

SPORT AT THAMES HIGH SCHOOL

2026 Swimming Champs

SENIOR BOYS CHAMP - LORENZO YAMAMOTO
SENIOR GIRL CHAMP - NOT AWARDED

INTERMEDIATE BOYS CHAMP - LUCA YAMAMOTO
INTERMEDIATE GIRLS CHAMP - MAIA WHITNEY
INTERMEDIATE GIRLS RUNNER UP - NOVA SAWYER

JUNIOR BOYS CHAMP - NATE WHITNEY
JUNIOR BOYS RUNNER UP - TOBY DRYDEN

2026 SWIMMING RECORDS BROKEN
MAIA WHITNEY
INT GIRLS - 25M BUTTERFLY - 14.62
INT GIRLS - 25M BACKSTROKE - 16.09
INT GIRLS - 50M BACKSTROKE - 34.50
INT GIRLS - 50M FREESTYLE - 29.44

1. Progress and Achievement

1.1 NCEA Achievement 2025

In last month's report, I presented the provisional NCEA and UE achievement rates, with commentary.

In this report the analysis is extended to gender and ethnicity trends. These results are still provisional, with final results from NZQA expected by April / May.

Note: Ethnicity data in this report is based on prioritised ethnicity. This means that students who identify with multiple ethnicities (e.g. Māori and NZ European) are included in a single prioritised group (Māori). As a result, students who identify as Māori are counted within the Māori cohort even if they also identify with other ethnicities. This approach can amplify observed disparities.

NCEA Level 1 @ Year 11 (2025, participation-based, roll at 1 July)

Overall (context)

- **Total cohort:** 79 (Regular, non-international students)
- **Achieved (A/M/E):** 62 → **81.6%**
- This provides a strong overall baseline, with variation sitting **within groups rather than across the whole cohort.**

Year Level	11							
Type	RE							
Left range	(Multiple Items)							On the roll at 1 July
Count of NCEA L1	Column Labels	A	M	E	#N/A	Grand Total		
⊖ Asian		4	4	2		10		100.0%
F		2	4	1		7		100.0%
M		2	1			3		100.0%
⊖ European	3	21	7	3	1	35		91.2%
F	3	7	7	2		19		84.2%
M		14		1	1	16		100.0%
⊖ Māori	11	17			2	30		60.7%
F	8	13				21		61.9%
M	3	4			2	9		57.1%
⊖ Other			1			1		100.0%
F			1			1		100.0%
⊖ Pasifika		3				3		100.0%
M			3			3		100.0%
Grand Total	14	45	12	5	3	79		81.6%

Ethnicity patterns

European (35 students – 91.2%)

- **High achievement rate**, well above cohort average.
- Strong **Merit and Excellence presence** (7M, 3E).
- Represents the **highest-performing large group.**

European students are achieving at consistently high levels, with both strong completion and quality outcomes.

Māori (30 students – 60.7%)

- **Significantly lower achievement rate** than cohort average (≈21 percentage points lower).
- Lower representation in **Merit and Excellence.**
- Largest group alongside European → **key driver of overall results.**
- Māori achievement remains a **priority area**, with a clear disparity in both attainment and endorsement compared with European students.

- The achievement disparity can be attributed to two main factors: **attendance levels** and baseline **literacy and numeracy rates** are lower for this cohort.

Asian (10 students – 100%)

- **All students achieved**, with strong **M/E representation** (4M, 2E).

Very strong outcomes, though **small cohort size** means trends should be interpreted cautiously.

Pasifika (3 students – 100%)

- All students achieved (Achieved level).

Positive outcomes, but **very small cohort** limits broader conclusions.

Other (1 student – 100%)

- Achieved (Merit).

Gender patterns (within ethnicity)

Māori

- **Female:** 61.9% (13/21 achieved)
- **Male:** 57.1% (4/9 achieved)

Both Māori males and females are below expectation, with **males slightly lower**, though disparity is modest compared with the overall ethnicity gap.

European

- **Female:** 84.2%
- **Male:** 100%

European males achieved at very high rates; females also strong, though slightly lower.

Asian

- Both male and female students achieved **100%**, with strong M/E distribution.

Pasifika

- All male cohort (3 students) achieved.

Key patterns

1. Ethnicity is the dominant equity issue

The most significant variation is **between Māori and non-Māori students**, rather than between genders.

2. Gender differences are secondary

Gender gaps exist within groups but are **less pronounced than ethnicity-based disparities**.

3. Māori cohort drives overall improvement opportunity

With 30 students, lifting Māori achievement has the **greatest impact on overall Level 1 outcomes.**

4. Quality (M/E) also reflects disparity

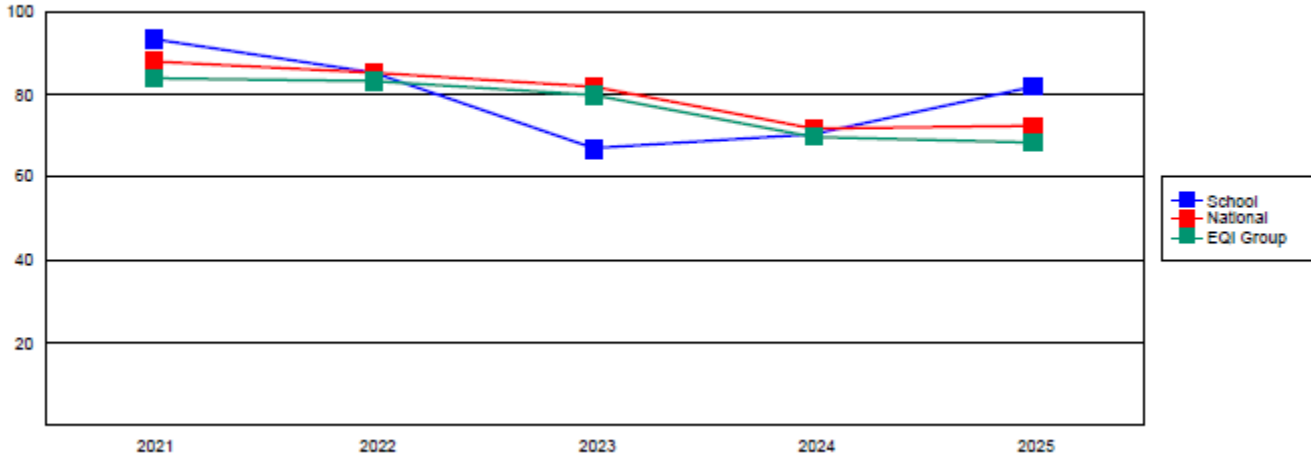
Endorsement patterns mirror achievement — **lower Māori representation at M/E levels.**

Summary

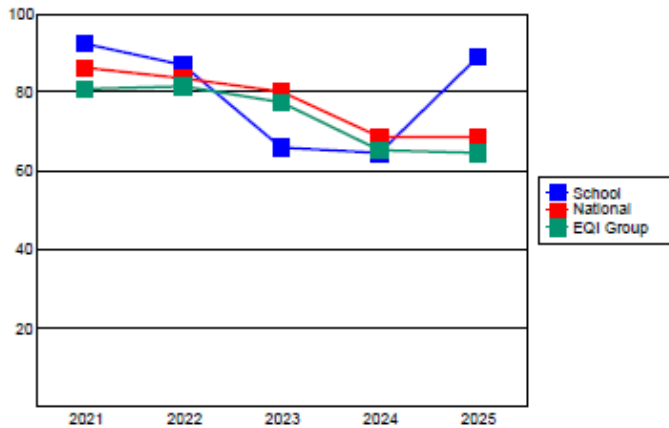
Year 11 NCEA Level 1 results show strong overall achievement (81.6%), with high performance among European and Asian students. The most significant disparity is for Māori learners (60.7%), who are underrepresented in both overall achievement and Merit/Excellence endorsements. Gender differences are present but less pronounced, with the primary equity challenge being improving outcomes for Māori students, particularly given the size of this cohort and its impact on overall results.

Year 11 NCEA Level 1 – Trend, Gender and Ethnicity Commentary

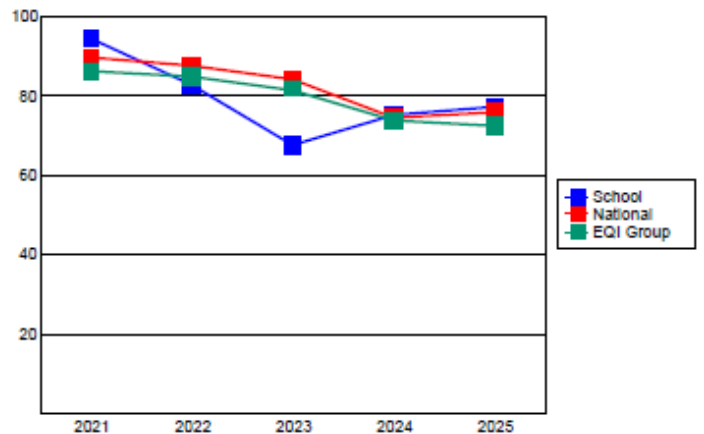
Year 11 - NCEA Level 1



Year 11 NCEA Level 1 - Male



Year 11 NCEA Level 1 - Female



1. Overall trend and EQI comparison

- Achievement shows a **clear decline from 2021 (93.6%) to a low in 2023 (66.7%)**, followed by a **steady recovery in 2024 and a strong lift in 2025 (81.6%)**.
- In 2021–2022, the school was **well above the EQI “Above Average” band**.
- In 2023, the school **fell below the EQI band**, reflecting the impact of disruption.
- By 2025, results have **recovered to sit above both the EQI band (68.6%) and national comparison (72.1%)**, though not yet at the 2021 peak.

The 2025 result represents a **strong recovery and re-positioning above expected performance**, indicating improved engagement and completion for participating students.

2. Gender trends

Male

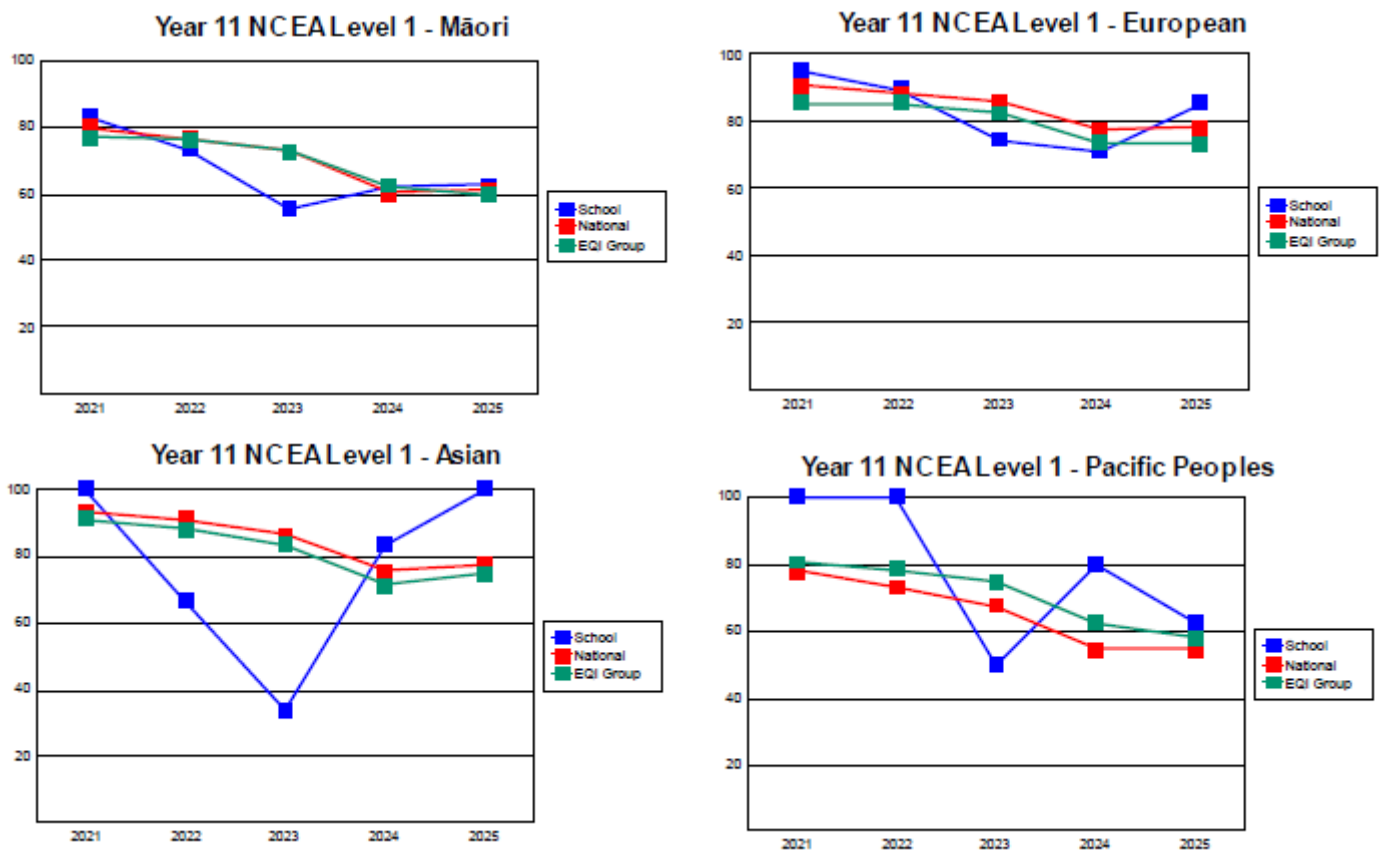
- Strong in 2021–2022 (~92–87%), then a **sharp decline in 2023–2024 (~65%)**, followed by a **very strong rebound in 2025 (89.3%)**.
- In 2025, **male achievement is well above both EQI (64.7%) and national (68.8%)**.

Female

- More stable pattern: decline in 2023, then **steady recovery to 77.1% in 2025**.
- 2025 female achievement is **slightly above EQI (72.5%) and aligned with national (75.7%)**.

The gender pattern shows that **male outcomes are more volatile but have rebounded strongly in 2025**, while **female outcomes have been more stable but with a smaller lift**. In 2025, **both groups are performing at or above EQI expectations**, with males now outperforming females.

3. Ethnicity trends



Māori

- Decline from **83.3% (2021) to 55.6% (2023)**, followed by **modest recovery to 63.0% in 2025**.
- 2025 Māori achievement is **slightly above EQI (59.7%)**, but remains **well below European and overall school rates**.

Māori achievement has **stabilised and slightly improved**, and is now **tracking just above EQI expectations**, but **remains the most significant equity gap within the school**.

European

- High and consistent in early years (95.2% → 89.5%), dip in 2023–2024, then **strong recovery to 85.5% in 2025**.
- 2025 is **well above EQI (73.1%)**.

European students show **consistently strong outcomes and a clear recovery**, remaining the **highest-performing large cohort**.

Asian

- Highly variable (small cohort), but **100% achievement in 2025**.
- Well above EQI and national benchmarks.

Very strong outcomes, though **small numbers amplify variability**, so trends should be interpreted cautiously.

Pacifika

- Highly variable: strong in 2021–2022, drop in 2023, partial recovery, then **62.5% in 2025**.
- 2025 sits **above EQI (57.8%)**, but below school average.

Pacific achievement shows **fluctuation but recent stabilisation slightly above EQI**, with ongoing need for targeted support.

Summary

Year 11 NCEA Level 1 results show a clear recovery from the 2023 low point, with 2025 achievement (81.6%) now above both national and EQI “Above Average” expectations. Gender patterns indicate a strong rebound in male achievement and steady improvement for females, with both groups now performing at or above expected levels. Ethnicity trends show continued strong performance for European students and stabilising outcomes for Māori learners, who are now slightly above EQI expectations but remain significantly below the school average. While small cohort sizes contribute to variability in some groups, the overall trend reflects improved engagement and completion, alongside an ongoing need to address Māori achievement disparity.

Attendance

Attendance is strongly associated with achievement across all ethnic groups, but the strength of that relationship varies significantly by ethnicity.

1. Attendance threshold effect

- Students **below ~80% attendance are highly unlikely to achieve Level 1.**
 - Māori: 20–79% bands → **0% achievement across all groups**
 - European: 40–59% → **0% achievement**
- From **85%+ attendance**, achievement becomes **consistently high (often 100%)** across most groups.

Count of NCEA L1		Column Labels					Grand Total	
Row Labels	N	A	M	E	#N/A	Grand Total		
Asian		4	4	2		10	100.0%	
70-79		1				1	100.0%	
80-84		1				1	100.0%	
90-94		1	2	1		4	100.0%	
95-100		1	2	1		4	100.0%	
European	3	21	7	3	1	35	91.2%	
40-59	1				1	2	0.0%	
70-79		1				1	100.0%	
80-84	2	1	1			4	50.0%	
85-89		6	2	1		9	100.0%	
90-94		3	1	2		6	100.0%	
95-100		10	3			13	100.0%	
Māori	11	17			2	30	60.7%	
20-39	1					1	0.0%	
40-59	2					2	0.0%	
60-69	2					2	0.0%	
70-79	2					2	0.0%	
80-84	1	3			2	6	75.0%	
85-89		7				7	100.0%	
90-94		5				5	100.0%	
95-100	3	2				5	40.0%	
Other			1			1	100.0%	
95-100			1			1	100.0%	
Pasifika		3				3	100.0%	
80-84		1				1	100.0%	
90-94		1				1	100.0%	
95-100		1				1	100.0%	
Grand Total	14	45	12	5	3	79	81.6%	

There is a clear **attendance threshold around 80–85%**, below which achievement is very unlikely, and above which success becomes highly probable.

2. Māori – attendance is the dominant driver

- Large number of Māori students sit in **<80% attendance bands**, all with **0% achievement**.
- Strong improvement once attendance increases:
 - 85–94% → **100% achievement**
 - 80–84% → **75% achievement**
- Even at **95–100% attendance**, results are mixed (40%), indicating **some additional learning or assessment barriers**.

For Māori students, **attendance is the primary barrier to achievement**, with a clear step-change once attendance improves. However, **attendance alone is not sufficient at the highest levels**, indicating a need for both engagement and academic support.

3. European – high attendance aligns with high achievement

- Majority of students are in **85%+ attendance bands**, with **near-universal achievement**.
- Even mid-range attendance (80–84%) shows mixed outcomes (50%), reinforcing the threshold effect.

European achievement is **strongly aligned with high attendance**, and most students are already positioned above the critical attendance threshold.

4. Asian and Pasifika – positive but small cohorts

- **Asian:** 100% achievement across all attendance bands (including 70–79%)
- **Pasifika:** 100% achievement, all students in 80%+ bands

These groups show **positive outcomes**, though:

- **Small numbers amplify percentages**
- For Asian students in particular, achievement appears **less sensitive to attendance variation**, though caution is required due to cohort size.

5. Attendance distribution is the key equity issue

- The **achievement gap mirrors the attendance distribution**:
 - Māori students are **over-represented in low attendance bands**
 - European students are **over-represented in high attendance bands**

The equity issue is not just achievement — it is **who is in the attendance bands that enable achievement**.

6. Reinforcing insight (important for AIP / ERO)

Improving attendance into the 85%+ range is likely to have the single greatest impact on lifting Māori achievement at Level 1.

Summary

Analysis of attendance and achievement for Year 11 NCEA Level 1 shows a clear threshold effect, with students below approximately 80–85% attendance very unlikely to achieve, and those above this level highly likely to succeed. Māori students are over-represented in lower attendance bands, where achievement is minimal, while European students are predominantly in higher attendance bands with strong outcomes. While improved attendance is the key lever for lifting Māori achievement, the data also suggests that some students require additional academic support even at high attendance levels. Small cohort sizes for some groups should be interpreted with caution.

NCEA Level 2 @ Year 12 (2025, roll-based, roll at 1 July)

Ethnicity, Gender and Attendance Analysis

Overall (context)

- **Total cohort:** 72
- **Achieved (A/M/E):** 63 → **87.5%**
- This represents a **high-performing cohort overall**, with variation still present across groups.

Ethnicity patterns

European (30 students – 93.3%)

- **Highest-performing large group**
- Strong **Merit and Excellence representation (7M, 3E)**
- Consistently high achievement across both genders

European students are achieving at **consistently high levels**, with strong completion and quality outcomes.

Māori (30 students – 80.0%)

- **Below overall cohort average (87.5%)**, but notably stronger than Level 1 outcomes

Gender split

- **Female:** 75.0%
- **Male:** 85.7%

Year Level		12					
Type		RE					
Left range		(Multiple Items)					
Count of NCEA L2		Column Labels					
Row Labels	N	A	M	E	Grand Total		
Asian	1	4	1	2	8	87.5%	
F	1	1	1		3	66.7%	
M		3	2		5	100.0%	
European	2	18	7	3	30	93.3%	
F	1	8	5	2	16	93.8%	
M	1	10	2	1	14	92.9%	
Māori	6	18	4	2	30	80.0%	
F	4	6	4	2	16	75.0%	
M	2	12			14	85.7%	
MELAA		2	1		3	100.0%	
F		1	1		2	100.0%	
M		1			1	100.0%	
Other		1			1	100.0%	
M		1			1	100.0%	
Grand Total	9	43	13	7	72	87.5%	

Māori achievement shows a **significant lift from Level 1**, indicating improved retention and engagement into Year 12, though an **equity gap remains**, particularly for females.

Asian (8 students – 87.5%)

- Strong outcomes overall, with **100% for males**
- Female result lower (66.7%), but **very small cohort**

Positive outcomes overall, though **small numbers amplify gender variation.**

MELAA / Other (very small cohorts – 100%)

- All students achieved

Strong results, but **too small for trend conclusions.**

Gender patterns

- **European:** very consistent ($\approx 93\%$ both genders)
- **Māori:** noticeable gap (**males outperform females**)
- **Asian:** apparent variation, but **cohort too small for firm conclusions**

Key pattern

Gender differences are present, but **less significant than ethnicity differences**, with the **Māori female group the most notable area for improvement.**

Attendance threshold remains strong

- **Below ~70–75% attendance** → very low likelihood of achievement
 - European 70–79% → **0%**
 - Māori 1–39% → **0%**
- From **80%+ attendance** → **achievement becomes highly likely**
- From **85%+ → near-universal success (often 100%)**

The same **attendance threshold seen at Level 1 persists at Level 2**, with a clear tipping point around **80–85% attendance**.

Māori attendance pattern

- Māori students are still **over-represented in lower attendance bands**
- Clear progression:
 - <60% → **0–50% achievement**
 - 70–79% → **80%**
 - 80%+ → **100%**

For Māori students, **attendance continues to be the primary lever**, but:

- Unlike Level 1, once attendance improves, **achievement is highly likely**
- This suggests **systems at Level 2 are effective when students are present**

European attendance pattern

- Majority of students in **85%+ attendance bands**
- **Near 100% achievement** in these bands

High achievement is strongly linked to **consistently high attendance distribution**, not just individual performance.

Year Level	12					
Type	RE					
Left range	(Multiple Items)					
Count of NCEA L2	Column Labels					
Row Labels	N	A	M	E	Grand Total	
Asian	1	4	1	2	8	87.5%
70-79		1			1	100.0%
80-84		1			1	100.0%
90-94		2	1		3	100.0%
95-100	1			2	3	66.7%
European	2	18	7	3	30	93.3%
70-79	2				2	0.0%
80-84		1			1	100.0%
85-89		6	1		7	100.0%
90-94		4	4		8	100.0%
95-100		7	2	3	12	100.0%
Māori	6	18	4	2	30	80.0%
1-19	1				1	0.0%
20-39	2				2	0.0%
40-59	1	1			2	50.0%
60-69	1	1			2	50.0%
70-79	1	4			5	80.0%
80-84		1	1		2	100.0%
85-89		4	2		6	100.0%
90-94		5		1	6	100.0%
95-100		2	1	1	4	100.0%
MELAA		2	1		3	100.0%
70-79		1			1	100.0%
95-100		1	1		2	100.0%
Other		1			1	100.0%
90-94		1			1	100.0%
Grand Total	9	43	13	7	72	87.5%

Summary

Year 12 NCEA Level 2 results show strong overall achievement (87.5%), with particularly high performance among European students and improved outcomes for Māori learners compared with Level 1.

The most significant pattern remains the relationship between attendance and achievement, with students below approximately 80–85% attendance unlikely to achieve, and those above this threshold highly likely to succeed. Māori students continue to be over-represented in lower attendance bands, which contributes to the remaining equity gap, particularly for Māori females. Once attendance is above this threshold, achievement rates are consistently high across all groups, indicating that improving attendance remains the most effective lever for lifting outcomes.

Year 12 NCEA Level 2 – Trend and EQI Comparison

Overall trend (2021–2025)

- Achievement shows a **decline from 2022 (80.6%) to a low in 2023 (65.7%)**, followed by **steady recovery in 2024 and a strong lift in 2025 (82.9%)**.
- The **2025 result is the highest across the five-year period**, exceeding the previous peak in 2022.
- This indicates a **clear post-disruption recovery and strengthening of outcomes at Level 2**.

EQI comparison

- In **2021–2022**, achievement was **at or above the EQI “Above Average” band**, indicating strong comparative performance.
- In **2023 and 2024**, the school **fell below the EQI band**, reflecting reduced achievement during this period.
- In **2025**, achievement (**82.9%**) is **well above the EQI band (75.0%)**, re-establishing a strong position relative to similar schools.

Interpretation

The 2025 Level 2 result represents a **significant recovery and consolidation**, with achievement not only improving from recent years but now **clearly exceeding EQI expectations**, indicating effective engagement, retention, and completion at this level.

Summary

Year 12 NCEA Level 2 achievement shows a clear recovery from the 2023 low point, with 2025 results (82.9%) representing the strongest performance across the past five years. Following a period where achievement fell below EQI “Above Average” expectations, the school has now re-established performance well above this benchmark, indicating strengthened systems supporting student engagement, retention, and successful qualification completion.

NCEA Level 3 @ Year 13 (2025, roll-based, roll at 1 July)

Ethnicity, Gender and Attendance Analysis

Overall (context)

- **Total cohort:** 51
- **Achieved (A/M/E):** 35 → **68.6%**
- This reflects a **more variable and complex outcome pattern** than Levels 1 and 2, typical of senior cohorts.

1. Ethnicity patterns

European (21 students – 85.7%)

- **Strongest-performing large group**
- Good spread of **Merit and Excellence (2M, 4E)**

Gender split

- **Female:** 100%
- **Male:** 72.7%

Interpretation

European students continue to show **strong Level 3 outcomes**, though with some gender variation.

Māori (24 students – 58.3%)

- **Significantly below cohort average (68.6%)**
- Limited **Merit and Excellence representation (2M)**

Gender split

- **Female:** 70.0%
- **Male:** 50.0%

Māori achievement remains the **most significant equity concern**, with a pronounced gap, particularly for Māori males.

Asian (3 students – 66.7%)

- Mixed outcomes (one non-achievement, two Excellence)

Results are highly variable due to **very small cohort size**.

MELAA / Other (very small cohorts)

- MELAA: 50%
- Other: 0%

Results are highly variable due to **very small cohort size**.

2. Gender patterns

- **European females:** very strong (100%)
- **Māori males:** lowest-performing group (50%)
- **Māori females:** moderate (70%)

Key pattern

Gender disparities are **more pronounced at Level 3**, particularly within the Māori cohort.

3. Attendance patterns (more complex than L1/L2)

Attendance still matters — but less predictably

- Very low attendance (<60%) → **low achievement (0–50%)**
- Mid attendance (70–84%) → **mixed outcomes (0–71%)**
- High attendance (85%+) → **generally higher achievement**, but **not consistently 100%**

Interpretation

Unlike Levels 1 and 2, the **attendance threshold is less deterministic**, with other factors (course completion, pathway alignment, external commitments) playing a larger role.

4. Māori attendance insight

- Lower attendance bands → **low achievement (33–50%)**
- Even at higher attendance:
 - 85–89% → **50%**
 - 95–100% → **50%**

Interpretation

For Māori students at Level 3:

- **Attendance alone is not sufficient**
- Indicates need for **targeted academic, pathway, and mentoring support alongside attendance**

5. European attendance pattern

- High achievement across most attendance bands
- Some anomalies (e.g. 70–79% → 0%), but:
 - **85%+ generally strong and consistent**

Interpretation

Attendance remains important, but **European students are more resilient to variation**, likely due to stronger course alignment and credit accumulation.

Summary

Year 13 NCEA Level 3 results show moderate overall achievement (68.6%), with strong outcomes for European students and significantly lower achievement for Māori learners, particularly Māori males. While attendance remains an important factor, its relationship with achievement is less consistent than at Levels 1 and 2, indicating that successful completion at Level 3 depends on a broader set of

factors including course alignment, credit accumulation, and pathway clarity. Māori students remain over-represented in lower achievement outcomes even at higher attendance levels, highlighting the need for targeted academic and mentoring support alongside engagement strategies.

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.

2. Attendance, Engagement and Wellbeing

2.1 Roll Return (1 March 2026)

1 March 2026 Roll Return (based on 2 March attendance, submitted to MoE, 10 March)

FTE (full-time equivalent)

Type of Student	Students Eligible for Ministry Operational Funding												Other Ministry Funded			Other Students			Total FTE of Students								
	1			2			3			4			5			6						7			8		
	Number of Full-Time Regular Students			FTE of Part Time Regular Students			Number of Full-Time Adult Students			FTE of Part Time Adult Students			Students Eligible for Ministry Funding			FTE of Secondary Tertiary Programme Students			FTE of Alternative Education Students			FTE of International Fee Paying Students					
Funding Year Level	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Total		
Y9	32	42											32.0	42.0											32.0	42.0	74.0
Y10	53	39											53.0	39.0											53.0	39.0	92.0
Y11	35	54											35.0	54.0							4.0	4.0			39.0	58.0	97.0
Y12	16	37											16.0	37.0	8.8	5.6					1.0	10.0			25.8	52.6	78.4
Y13	25	26											25.0	26.0	3.2	2.4					2.0	5.0			30.2	33.4	63.6
Y14																											
Y15																											
Total Roll	161	198											161.0	198.0	12.0	8.0					7.0	19.0			180.0	225.0	405.0

Headcount

Type of Student	Students Eligible for Ministry Operational Funding												Other Ministry Funded			Other Students			Total Number of Students									
	1			2			3			4			5			6						7			8			
	Number of Full-Time Regular Students			Number of Part Time Regular Students			Number of Full-Time Adult Students			Number of Part Time Adult Students			Students Eligible for Ministry Funding			Number of Secondary Tertiary Programme Students			Number of Alternative Education Students			Number of International Fee Paying Students						
Funding Year Level	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Male	Female	Another Gender/Not Stated	Total
Y9	32	42											32	42												32	42	74
Y10	53	39											53	39												53	39	92
Y11	35	54											35	54							4	4			39	58	97	
Y12	16	37											16	37	11	7					1	10			28	54	82	
Y13	25	26											25	26	4	3					2	5			31	34	65	
Y14																												
Y15																												
Total Roll	161	198											161	198	15	10					7	19			183	227	410	

- Eligible for MoE Funding: **359** compared with **379** – decrease of 20. Note: **366** in 2024
- Secondary Tertiary (WINTER) students: 25 , 4 up from 21 in March 2025. Note: **22** in 2024.

Year	March 2026	% net retention	March 2025	March 2024
9	74	71%	89	87
10	92	103%	89	86
11	89	100%	84	85 (1 STP)
12	71 (18 STP)	85%	77 (17 STP)	75 (10 STP)
13	58 (7 STP)	75%	59 (4 STP)	55 (11 STP)
TOTAL RE	384 (25 STP)	96%	398 (21 STP)	388 (22 STP)
FF	26		23	21
RE + FF	410		421	409

Year 9

74 Year 9 students. 72 from local schools, 2 from outside.

With the biggest decrease at Year 9 the possible transition for Year 8 to Year 9 is outlined below.

- 41 potential Year 8
 - 30 enrolled at HPC - 9 have siblings at HPC, 10 made the choice based on some factor (sporting opportunity, perception of academic quality, expectations / behaviour, facilities / resources available)
 - As noted previously, HPC has had additional out of zone capacity in the past few years as the number from Pōkeno has declined sharply, resulting in more opportunities.
 - 11 others - 6 moved out of town, 2 are not enrolled (NEET), 3 are boarding (so may be considered as moving away, in a sense).

Year 8 Students who did not transition to THS

School	2025	HPC	Other	Siblings	Friend(s)	In Zone	Preference	Moved away	Other, incl. issues	Unknown
Matatoki	9	7	(2)	3	2	2	1	(1)	(1)	
Moana	2	2	(0)				2			
Puriri	5	4	(1)	3				(1)	1	
St Francis	3	2	(1)				2	(1)		
Te Puru	7	6	(1)	2		1	3	(1)		
TSS	2	0	(2)					(1)	(1)	
Pārāwai	13	9	(4)	1	2		2 (3)	(1)	2	2
TOTAL	41	30	(11)	9	4	3	10 (3)	(6)	3 (2)	2

School	THS	HPC	Total	% THS	Note
Matatoki	3	7	10	30%	
Moana	17	2	19	89%	
Puriri	0	4	4	0%	
St Francis	6	2	8	75%	
Te Puru	14	6	20	70%	
TSS	10	0	10	100%	One not enrolled
Pārāwai	22	9	31	71%	One not enrolled
TOTAL	72	30	102	71%	

We have approximately 70% of the potential students in the wider area, and this is down from the average of 75% to 78% in the previous few years.

The Year 8 cohort was smaller than expected too, ca. 113 instead of about 120-125

Comment from Chris Ashforth (DP, Enrolment)

“Most students who did not enrol at Thames High School chose alternatives particularly Hauraki Plains College: due to family connections (siblings), perceived proximity, and following peers. Several whānau also highlighted academic and employment pathways, and perceived higher expectations. Additional reasons included relocation, homeschooling, and changing family circumstances. A very smaller number of cases raised concerns about avoiding other students in their primary schools and perceptions of school culture or facilities. Overall, decisions were largely driven by family ties and perceived opportunities elsewhere, alongside some perceptions about the school.”

We continue to work on what we can control to make the experience of those that come here and primary technology as good as possible.

Looking ahead the number can expect to decline in the next 4 years as the small cohort makes its way through, notwithstanding incoming students. Like the intake in Year 10 for 2025 - that really help us

So, in 2030 the roll could expect to be about 49 at Year 143 should the current 'retention' rate persist. This is not a robust projection yet gives some indication of the roll impact of the smaller Year 9 cohort for their progression.

1 MARCH	Y9	Y10	Y11	Y12	Y13	Total
2026	74	92	89	71	58	384
2027	<u>80</u>	76	92	76	53	377
2028	<u>80</u>	82	76	78	57	374
2029	<u>80</u>	82	82	65	59	368
2030	<u>80</u>	82	82	70	49	363

New and Left Students 2026 – not including international students

Count of New or Left	Column Labels				
Row Labels	EM	NA	RE	SA	Grand Total
GF				2	2
9				2	2
Left			7		7
(blank)			7		7
New	139	1	86		226
7	67				67
8	72				72
9			75		75
10			4		4
11		1	5		6
13			2		2
Grand Total	139	1	93	2	235

New Enrolments (RE)

- **75** new Year 9s this year (one yet to start)
- **4** new Year 10 students (ex NZ schools)
- **6** Year 11 students (ex-NZ schools)
 - 1 has enrolled but not attended at all.
- **2** new Year 13 Students (one ex- NZ school, one from overseas)

Reference data (2025, 2024)

1 March 2025 (FTE)

Type of Student	Students Eligible for Ministry Operational Funding												Other Ministry Funded			Other Students																	
	1			2			3			4			5			6			7			8			9								
	Number of Full-Time Regular Students			FTE of Part Time Regular Students			Number of Full-Time Adult Students			FTE of Part Time Adult Students			Students Eligible for Ministry Funding			FTE of Secondary Tertiary Programme Students			FTE of Alternative Education Students			FTE of International Fee Paying Students			Total FTE of Students								
Funding Year Level	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Total					
Y9	50	39											50.0	39.0														1.0			51.0	39.0	90.0
Y10	35	54											35.0	54.0														1.0			35.0	55.0	90.0
Y11	33	51											33.0	51.0														1.0	10.0		34.0	61.0	95.0
Y12	25	35											25.0	35.0	9.6	4.0												3.0	4.0		37.6	43.0	80.6
Y13	29	26											29.0	26.0	3.2													2.0	1.0		34.2	27.0	61.2
Y14																																	
Y15																																	
Total Roll	172	205											172.0	205.0	12.8	4.0												7.0	16.0		191.8	225.0	416.8

Cf. 1 March 2024 (Headcount)

Snapshot as of 18 March 2026

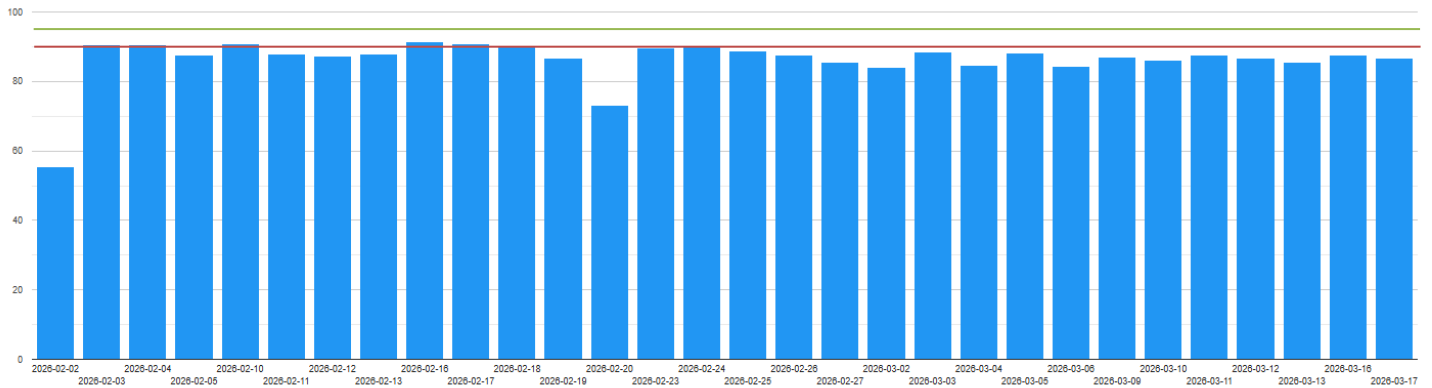
Gender (Type)	Count	9	10	11	12	13
Female	231	42	39	61	55	34
Female (FF)	19	0	0	4	10	5
Female (NA)	3	0	0	2	1	0
Female (RE)	208	42	39	54	44	29
Female (SA)	1	0	0	1	0	0
Male	189	34	53	42	29	31
Male (FF)	7	0	0	4	1	2
Male (RE)	176	32	53	35	27	29
Male (SA)	6	2	0	3	1	0
Total	420	76	92	103	84	65

Levels (Gender)	Count	Asian	European	Maori	MELAA	Other	Pasifika
9	74	9	32	28	2	1	2
9 (Female)	42	4	17	19	0	1	1
9 (Male)	32	5	15	9	2	0	1
10	92	10	42	37	1	0	2
10 (Female)	39	3	17	17	0	0	2
10 (Male)	53	7	25	20	1	0	0
11	99	11	44	37	0	1	6
11 (Female)	60	7	24	24	0	1	4
11 (Male)	39	4	20	13	0	0	2
12	83	16	38	25	0	1	3
12 (Female)	55	12	24	18	0	1	0
12 (Male)	28	4	14	7	0	0	3
13	65	12	23	26	2	1	1
13 (Female)	34	5	15	13	1	0	0
13 (Male)	31	7	8	13	1	1	1
Total	413	0	0	0	0	0	0

2.2 Attendance

Term 1 - Daily attendance (half days %)

- 2 Feb 2026 to 17 March 2026 (30 days)



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

— = ABOVE 90% = "regular attendance"

- Monday 2 Feb = first day open for instruction (Year 9 and new Y10-13 student onsite, along with senior leaders, Year 10-13 online)
- Friday 20 Feb = house athletics – 73% - a drop from 87% the previous day and 90% the following Monday. The following week the dip from Thursday to Friday was from 88% to 86% so the attributable dip due to preference of not attending athletics is approximately 12%, i.e. just over one in 10 students did not attend, this is like 2025.
- Monday 2 March = Junior Swimming Carnival (84%) and Wednesday 4 March = Senior Swimming Carnival (84%) only for periods 3 and 4 = minimal drop off. In 2025 with one swimming carnival the drop off was approximate 25% from the day prior (66% down from 90% the previous day).
- Seven (7) days at or above 90%. We need to target average daily attendance of 94%

Weekly average (HALF DAY %) attendance, by year level

- Week 7 incomplete

Week	ALL	Year 9	Year 10	Year 11	Year 12	Year 13
1	83.6	97.1	78.6	79.2	82	84.6
2	88.5	94.8	86.7	89.8	86.9	84
3	87.7	95.7	87	87.7	84.5	84
4	88.4	96.6	87.4	87.9	86.5	83.3
5	86	90.9	84.2	87.7	86.4	79.5
6	86.6	91.4	85.4	83.9	87.8	85
7	87.2	94.9	83.7	86.9	87.3	83.6
8						
9						
10						

Kaiāwhina and whānau focus on attendance.

Ethnicity

Week	Asian	European	MELAA	Maori	Other	Pasifika
1	90.3	87.8	100	75.9	90.9	81.4
2	92.2	91.8	100	82.2	100	95.2
3	92.1	91.4	95.6	81.2	96.3	92.4
4	92.6	90.2	100	83.8	93.3	93.3
5	93.2	85.2	100	83.3	90	90
6	93.9	86.7	84	83.5	100	87.1
7	96.5	87.9	100	82.2	100	87.5
8						
9						
10						

The two largest ethnic groups, by year level:

Taiohi Māori

Week	ALL	Year 9	Year 10	Year 11	Year 12	Year 13
1	75.9	95.4	71.5	71	68.8	76.6
2	82.2	91.1	83.3	84.5	73.6	76
3	81.2	95.2	80.8	82.3	68.3	78.5

4	83.8	96.8	84.9	83.3	75.5	76.9
5	83.3	92.1	80.5	87	82	73.5
6	83.5	95	78.6	85.1	84.8	74.2
7	82.2	92.9	80.4	85.1	82	69.2
8						
9						
10						

European

Week	ALL	Year 9	Year 10	Year 11	Year 12	Year 13
1	87.8	97.4	86.3	82.1	86.6	90.2
2	91.8	97.7	90.1	90.9	93.4	86.1
3	91.4	95.8	93.7	89	90.7	86.8
4	90.2	98.4	88.3	87.7	90.5	86
5	85.2	88.4	84	84.4	88.2	79.6
6	86.7	90.6	88.3	78.7	88.7	90.4
7	87.9	94.5	83.9	83.9	88.8	92.4
8						
9						
10						

Attendance Analysis – Weekly Average % (Half-Day)

(Weeks 1–7, Week 7 incomplete)

1. Attendance by Year Level

Attendance varies **by year level**:

- **Year 9**: consistently highest (91–97%)
- **Years 10–12**: clustered in the **mid-high 80s**, relatively stable
- **Year 13**: consistently **lowest and most variable (79–85%)**

Pattern Across the Term

- **Weeks 1–4**: stable and improving attendance
- **Weeks 5–6**: dip across most year levels (aligned with illness, including COVID)
- **Week 7**: partial recovery

This pattern is **consistent across multiple groups**, reinforcing that the dip is **contextual (health-related)**, **not behavioural**.

Interpretation

- **Year 9 strength** reflects strong whānau support and encouragement.
- **Year 12 and 13 lower attendance rates** likely reflects:
 - Greater **independence and flexibility**
 - **Mixed pathways** (employment, tertiary preparation, study leave)
 - More **complex timetables and commitments**

2. Attendance by Ethnicity (Whole School Snapshot)

Attendance differences are **consistent across the same weeks**, not driven by timing.

- **Highest attendance:**
 - Asian (**90–96%**)
 - MELAA / Other (**often 95–100%**, noting small cohorts)
- **Mid-range:**
 - European (**85–92%**)
 - Pasifika (**87–95%**, slightly variable)
- **Lowest:**
 - Māori (**75–83%**, improving after Week 1 but stabilising low)

3. Māori and European by Year Level (Same-Time Comparison)

Māori

- **Year 9:** very strong (**92–97%**)
- **Years 10–11:** moderate (**80–87%**)
- **Years 12–13:** lower and more variable (**~68–84%**)

European

- **Year 9:** very strong (**95–98%**)
- **Years 10–12:** consistently strong (**88–93%**)
- **Year 13:** variable but often **recovers strongly (up to 92%)**

Comparative Insight

- Differences between Māori and European students are visible **within each year level at the same time**
- The gap is **smallest in Year 9** and **widens in senior years**
- Both groups experience the **Week 5 dip**, but **European students recover more strongly**

4. Key Messages

- Attendance differences are:
 - Year-level specific (Year 13 lowest)
 - Ethnicity-linked (Māori lowest)
 - Consistent across the same time
- The **mid-term dip is illness-related**, not a behavioural shift

Here is a **short, balanced version** that acknowledges strengths, context, and next steps:

Next Steps (AMP / STAR Aligned)

- **Acknowledge & celebrate:**
Strong **Year 9 attendance** and stable patterns in Years 10–12 reflect the impact of **kaiāwhina and whānau systems**.
- **Context:**
The **Week 5–6 dip** aligns with illness (including COVID) and is evident across all groups. This is **short-term and expected**, but does not account for ongoing patterns.

Tier 1 – All Students (STAR: Regular Attendance ≥91%)

- Maintain clear expectations for daily attendance
- Continue **kaiāwhina check-ins and rōpū-level tracking**
- Reinforce positive attendance and quick return following illness

Tier 2 – At Risk (STAR: Irregular Attendance 81–90%)

- Use **STAR triggers earlier** to identify emerging patterns
- Prompt **whānau contact and short-term attendance goals**
- Target support, particularly in **Years 11–13**

Tier 3 – Chronic (STAR: Moderate/Severe Absence <81%)

- Develop **individual attendance plans**
- Coordinate **school and external supports** where required
- Strengthen connection to **pathways, credits, and future goals**

- **Equity focus:**
Ongoing, proactive support for **Māori learners within each year level**, with strengthened **whānau engagement**.

- **Senior focus:**
Clarify expectations and strengthen mentoring in **Years 12–13**, where attendance is lowest and most variable.

Additional attendance report – Chris Ashforth

Incoming and outgoing students

- 16 new internationals
- 14 students have left since last year (7 this year)
- 1 potential new Year 9 students, awaiting an enrolment interview with Year 9 Kaiāwhina

Not attending (NA) – 3 Students

There are currently three students who have not returned to school: one in Year 12 and two in Year 11. Due to a lack of communication and continued absence, these students are nearing removal from the school roll.

One whānau has made contact and expressed interest in their child returning to school. This is being actively followed up.

The Overall Average Attendance

Date	All
2023-T1	72.2%
2024-T1	76.2%
2025-T1	79.1%
2026-T1	80.2%

The overall average attendance at this stage is **80.2%** which is promising compared to the previous years and higher (as below)

Year Level Attendance

Date	Year 09	Year 10	Year 11	Year 12	Year 13
2023-T1	77.8%	76%	71.2%	69%	63.1%
2024-T1	82.1%	79.5%	75.2%	72.1%	72.8%
2025-T1	85.6%	78.6%	80%	78.8%	71.1%
2026-T1	90.9%	80.3%	81.4%	78.3%	69%

Attendance for Year 9, Year 10, and Year 11 is strong and higher than in previous years. Year 12 attendance is currently 78.3%, which is comparable to 2025 (78.8%).

Year 13 attendance has decreased to 69%, compared with 72.8% in 2024, and remains an area for ongoing focus and improvement.

Ethnicity

Overall, student attendance is positive; however, there remains scope for improvement, particularly for our Māori students.

Date	Asian	European	MELAA	Maori	Other	Pasifika
2026-T1	86.3%	82.3%	89.6%	<u>75.1%</u>	88.6%	86.6%

Māori Student Attendance

Year 9 Māori student attendance is currently 89.7%, representing a significant increase compared to Term 1 in 2025 (80.8%, see below). Attendance for Year 10, 11, and 12 Māori students is also showing a positive upward trend.

In contrast, Year 13 Māori student attendance remains the lowest across the year levels, currently at 59.6%, compared with 66.7% in 2025 and 68.8% in 2024. Data from both 2024 and 2025 indicates a consistent pattern of declining attendance for Year 13 Māori students as the year progresses. This trend is likely influenced by factors such as engagement in employment or external opportunities, as well as early completion of NCEA Level 3.

Date	Year 09	Year 10	Year 11	Year 12	Year 13
2024-T1	79.2%	73.4%	68.3%	64.2%	68.8%
2025-T1	80.8%	71.2%	73.7%	69%	66.7%
2026-T1	89.7%	74%	77.9%	71.2%	<u>59.6%</u>

MOE Regular Attendance – Historical

Ministry of Education (MoE) regular attendance (91–100%) is higher than in 2023 and 2024 but is currently 5.1% lower than in 2025.

The proportion of students in the 80–90% attendance range has increased compared to previous years, indicating a positive shift. A key next step is to target this group to support movement into the regular attendance category.

The proportion of students in the 70–80% and below 70% attendance bands has decreased compared to previous years, which is encouraging. The focus moving forward is to continue supporting these students to maintain and further improve their attendance.

Date	91-100%	81-90%	71-80%	0-70%
2023-T1 - Y2023	43.9	18.1	13.7	24.4
2024-T1 - Y2024	51.1	21.9	9.6	17.4
2025-T1 - Y2025	61.4	16.2	8.1	13.2
2026-T1 - Y2026	56.3	25.8	7.4	10.5

0-70% below attendance in Whānau and Rōpū Groups

Two Whānau groups currently have 26.3% of students attending at 70% or below. Both groups include students who have not yet returned to school. These cases are being managed through our STAR processes during this busy time of year, with Kaiāwhina, SLT and the Attendance Officer providing ongoing review and support.

Similarly, two Rōpū groups have a high proportion of students in the 0–70% attendance range, at 20% and 17.2% respectively. These groups include students with a history of illness or difficulty returning to school. These cases are also being addressed through STAR processes, with Kaiāwhina, SLT and the Attendance Officer continuing to monitor and support these groups.

UA Referrals to CAPS

A new system has been introduced for referring students to CAPS for attendance support. While the system is continuing to improve, there were some initial setup challenges at the beginning of the year.

A current limitation is that the school is unable to view a comprehensive list of students who have been referred. At this stage, through confirmation with CAPS, they have received referrals; however, greater visibility and tracking from the school side would be beneficial.

6 students, 3 at Year 11 and 3 at Year 10

Te Ara Whakamana

We have potentially 6 students ranging from Year 10 to 11 who could be supported by this programme. A survey on these 6 potential students has been sent to staff and meetings are being held with prospective whānau and their taiohi/young people. One student has opted to try this programme, and we are looking forward to formalizing this with her caregiver.

2.3 Stand-downs and Suspensions

- There was one stand down the period 20 February to 18 March 2026.
- 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 (18 March)	Total 31 March 2025	2025 total	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	1	1	3	11	26	38	46	52	29
Suspensions	0	0	1	3	4	7	2	7	9
Exclusions / expulsions	0	0	0	2	0	0	0	1	2

2.4 Student Welfare and Safeguarding Assurance

The Board has been advised of recent media reporting relating to a historical case involving a former homestay caregiver connected to an international student who attended Thames High School in 2012–2013. The school was not the subject of the reporting but is referenced as the school the student attended at the time.

The case relates to matters outside the school environment and has been through the court process. The situation is acknowledged as concerning, and the school recognises the importance of maintaining robust systems to support student safety and wellbeing.

The Board can be assured that Thames High School's policies and procedures relating to the **Children's Act, abuse disclosure, and response** are current and fit for purpose. As part of the start-of-year programme, staff have been reminded of their professional responsibilities, including recognising signs of abuse or harm and the appropriate processes for reporting concerns. This includes escalation pathways through the counsellor or Principal, with formal processes such as Reports of Concern implemented where required.

In relation to international students, Thames High School is a signatory to the **Education (Pastoral Care of Tertiary and International Learners) Code of Practice**. Sound systems for the **selection, vetting, and ongoing monitoring of homestay caregivers** are in place and operating as expected. International students receive regular wellbeing check-ins (at least termly), consistent with Code requirements. The International Programme Manager has completed and submitted the required **self-review to NZQA** within the required timeframe.

Overall, the school maintains a strong focus on safeguarding and pastoral care, with systems in place to support the safety and wellbeing of all students.

Health Education and Safe Relationships

The Board can also be assured that the school's health education programme reinforces **safe relationships, appropriate boundaries, and pathways for disclosing abuse or harm.**

At the senior school, Thames High School works with **Family Relationship Safety Services Trust**, with programmes delivered by Becky Armstrong.

In 2026, this staged programme is being delivered as follows:

- Year 13 – Term 1
- Year 12 – Term 2
- Years 11 and 10 – Terms 2 and 3

These programmes are an important part of building student awareness, confidence, and understanding of healthy relationships and how to seek support.

While the recent media coverage relates to a historical matter, the school has taken a measured approach to ensure it does not amplify the issue unnecessarily. At the same time, it reinforces the **importance of recognising and reporting concerns**, consistent with the school's safeguarding procedures.

2.5 Year 8 Transition Programme (2025-2026)

Reported by: Chris Ashforth with Michelle Tupper (SENCO) and Michael Kim (2026 - Year 9 Kaiāwhina)

Overview

The Year 8 to Year 9 transition programme aims to support a positive and confident start into secondary schooling at Thames High School – Te Kura Tuarua o Te Kauaeranga. The programme focuses on building relationships with students and whānau, students and staff, introducing learners to the school environment, and ensuring they feel welcomed, supported, and prepared for the start of secondary school.

Key Transition Activities

During 2025, several transition initiatives were implemented to support prospective Year 9 students for 2026:

Year 8 Technology Programme:

Year 8 students from contributing schools attended technology classes at Thames High School throughout the year. This allowed students to become familiar with the school environment, staff, and specialist learning areas. This was with schools Te Puru, Moanatairi, Thames South School, St Francis, Matatoki and Puriri.

Primary School Engagement Visits:

Mr Ashforth visited Parawai in 2025, as they have their own Technology Program, and we need to strengthen ties with this school. Mr Hart visited and spoke with students at the Primary schools in 2025, which allowed them to ask questions about the school.

School Visits with Deputy Principals and Teachers

Miss Tupper, Mr Kim and Ms Finch (Thames High School - Guidance Counsellor) visited each primary school to create Individual Learning Profiles for each student of concern from that school. To meet with the Year 8 teachers and discuss transitioning students and gather notes on behaviour and learning. This information was collated on individualised Student Transition Profiles that were available to all subject and Roopu teachers of the students.

Open Evening / Information Opportunities:

Prospective students and whānau were invited to visit the school, meet staff, and learn more about the academic and co-curricular opportunities available at Thames High School.

Enrolment Meetings and Interviews 13th August to 9th September:

Meetings with families provided opportunities to discuss student interests, what support they required and follow up with any questions and outstanding paperwork. This was led by the Senior Leadership Team and Kaiāwhina between 13th August and 9th September. Enrolment interviews continued on after these dates.

Year 8 Orientation Days (2025):

Prior to the start of the school year, orientation activities were organised to help students become familiar with school routines, values, and expectations. We had 2 days, which was different to previous years due to the school timetables.

Meet the Year 9 Kaitiaki Evening - 2026

In 2025 on 4th March 5:30-7:00pm the Year 9 Rōpū Teachers, HODs, Mr Kim and SLT held an informal get together. This was chance for the caregivers to come meet the Kaitiaki of Y9's in a casual setting with some kai.

3. Personnel

3.1 Staffing

- **Resignations**

- Mrs Lesley Inia, Cleaning Staff, to focus on her primary employment, effective 19/3/2026.

4. Evaluation and Compliance

3.1 International Code of Compliance

The Code Self-Review (2025) and Course Approval (2026) attestation form has been completed as required, by our International Programme Manager, Pauline Managh. This includes completing a self review template across 21 domains, and action plan from that review.

The review confirms that systems and processes across all required outcome areas (marketing, agents, enrolment, immigration, orientation, wellbeing, learner support, withdrawals, and complaints) are **operating effectively and are compliant with the Code**. No significant gaps were identified in core compliance areas.

A small number of **minor improvements** have been identified, including strengthening homestay monitoring processes, implementing a formal international critical incident plan, and enhancing orientation information and access to policies.

An action plan is in place to address these areas, with monitoring through the International Programme Manager.

Overall, the school continues to meet its obligations as a Code signatory, with sound systems in place to support the **safety, wellbeing, and success of international students**.

International Student Pastoral Care Code – Key Actions (2026)

- Minor enhancements to **marketing and agent engagement** are planned, including improved survey feedback and updated marketing strategy and materials.
- **Enrolment and orientation processes** will be strengthened through clearer online information, subject selection options, and updated orientation resources (including access to school policies).
- **Safety and wellbeing systems** will be further reinforced through implementation of a critical incident plan, strengthened 24/7 support processes, and more systematic homestay monitoring.
- All other areas of the Code are **operating effectively with no significant compliance issues identified**.
- Implementation and monitoring of these actions will be overseen by the **International Programme Manager**.

3.2 ERO Update

We have been assigned an Evaluation Partner, Dick Edmundson, and I had the opportunity to meet (virtually) with him on Wednesday 18 March. He outlined the process for this year will involve two main stages.

He reiterated ERO's commitment to a co-constructed evaluation and review process, and acknowledged that the plan for ongoing evaluation partner support was too ambitious and has been scaled down to fit the resources ERO has.

1. Formal Online Engagement Meeting in late Term 2. This will be up to 90 minutes long. We will be sent a self-review or checklist of items to be covered earlier in term two.
2. ERO Review in Term 4. To be confirmed, but likely to be before senior examination cycle, so before week 4. This will involve two reviewers, including Dick Edmundson having 2 days on site and one or two online engagements before and after the visit.

I was assured the new Board Assurance statement is "one third shorter", which has got to be a good thing.

The main foci will be regular attendance, engagement and wellbeing, and progress and achievement.

This meeting came one day after it was announced that ERO reporting will follow a new format. As we know, the review will be based on the [School Improvement Framework](#).

The key aspect of the report is to have 14 domains assessed on a 4-point scale.

"The new-look reports would rate schools' as excelling, doing well, working towards or requiring improvement across 14 areas with colour coding of dark green, light green, orange, and red.

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

The reports would start with a "snapshot" table showing the number of areas in which each school was excelling, doing well, working towards, or required improvement."

This is included in the board references.

[ERO School Reports – Explainer for schools and boards](#) (2 pager)

Further detail

[Example of a report for a secondary school](#) (10 pages)

[Examples of the new reports](#)

In the news (RNZ, 17 March 2026) - [New rating system for schools unveiled as ERO reports overhauled](#)

Ngā mihi



Michael Hart
Tumuaki/Principal

Student achievement	Excelling	Students experience high levels of success, make excellent progress and achieve well in National Certificate of Educational Achievement.
Student progress	Excelling	Almost all students make progress and are well prepared for the next steps in their learning.
Foundational Literacy	Excelling	Almost all students achieve or exceed expectation in literacy across Years 7 to 13.
Foundational Numeracy	Excelling	Almost all students achieve or exceed expectation in numeracy across Years 7 to 13.
Attendance	Doing well	A large majority of learners attend school regularly. Regular attendance is improving.
Engagement & belonging	Doing well	School systems are beginning to ensure every learner feels supported and included at school.
Equity	Excelling	Student achievement is consistently high across all groups, reflecting equitable and excellent outcomes.
Leadership	Excelling	Leadership is strategic, evidence-informed, and drives sustained improvement in learner outcomes and wellbeing.
Teaching	Doing well	Teaching practices are consistently high quality and responsive to learner needs across the school.
Curriculum	Excelling	Students have rich opportunities to learn across the breadth and depth of the curriculum and access meaningful pathways that enable success.
Assessment	Excelling	Assessment is regular, and reliable and used well to inform teaching and learning.
Provision for learners with additional needs	Doing well	Systems to identify and support students with additional needs are well established and consistently applied.
School Improvement	Doing well	School-wide planning processes are well established and consistently informed by data, supporting ongoing improvement.
Governance & the School Board	Excelling	The School Board upholds strong governance and ensures ongoing improvement.