



Annual Report 2025

Statement of Variance Progress / Achievement Financial Statements



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Introduction

This Annual Report outlines the progress made by Te Kura Tuarua o Te Kauaeranga | Thames High School during 2025. It evaluates progress against the 2025 Annual Implementation Plan and reflects how the School has applied its resources to advance the goals of the Strategic Plan 2024-2026.

Although current reporting expectations place student achievement as the paramount objective, with strengthened attention to attendance and quality assessment information, the Board has retained a clear local commitment to Te Tiriti o Waitangi, equitable outcomes for Māori learners, attendance, engagement, wellbeing, and inclusive practice.

The report includes a Statement of Variance, an evaluation of student progress and achievement, commentary on progress against the school's strategic intents, and the required financial and compliance reporting. It is intended to be useful for the Ministry of Education, ERO, the Board, staff, whānau, students, and the wider community.

Opening report - 2025

As we present the 2025 Annual Report for Te Kura Tuarua o Te Kauaeranga | Thames High School, we acknowledge a year marked by progress, purpose, and a strong sense of community spirit. Across the kura, we strengthened learning, deepened curriculum development, and celebrated the achievements of our rangatahi. It has been a year of preparing thoughtfully for change while holding fast to the values that anchor us. This progress belongs to the whole school community. Our staff have continued to show professionalism, care, adaptability, and commitment to student learning and wellbeing.

Our whānau, local partners, volunteers, coaches, employers, iwi partners, and wider community have supported opportunities that help students feel connected, capable, and proud of their kura. Our taiohi have brought energy, leadership, creativity, service, and resilience to school life.

A major focus in 2025 was preparing for Te Mātaiaho, the refreshed New Zealand Curriculum, which begins mandatory implementation from 2026. By the end of 2025, the Graduate Profile and Instructional Model had been finalised sufficiently to guide 2026 implementation. Together, these describe the capabilities we want every learner to develop and the consistent, evidence-informed teaching practices that will support them.

We also made important progress in embedding our Literacy and Numeracy Frameworks. This included a focus on reading for meaning, writing, vocabulary, and the integration of numeracy across the curriculum. These foundations support confidence, access to learning, readiness for NCEA, and future pathways.

Our focus on NCEA success continued to build momentum. Targeted support, mentoring, clearer expectations, and deliberate monitoring helped many students navigate the year successfully. The end-of-year achievement picture confirms that 2025 was a recovery and consolidation year: Level 1 and Level 2 outcomes strengthened, many students entered 2026 with stronger prerequisite qualifications, and the next challenge is to make early intervention, attendance support, literacy/numeracy acceleration, and whānau engagement more consistent across all year levels.



This was supported by practical systems work, including updated assessment procedures, stronger moderation expectations, Common Assessment Activity information for whānau, and more regular progress reporting through the Parent Portal. Departments also used achievement data more deliberately to review outcomes, set targets, and identify where students needed earlier support.

Attendance remained a central improvement focus. The school continued to communicate the links between attendance, wellbeing, engagement, and achievement. End of Term 2 data showed improvement in regular attendance and a reduction in chronic absence compared with 2024. This is encouraging, but the school remains well short of the national 2030 target, meaning attendance must remain a whole-school and community priority.

The Ka Ora, Ka Ako / Food in Schools programme continued to play an important role in supporting wellbeing. While it may not align with every preference, we see daily how it helps students participate, focus, and feel cared for. It is a practical expression of manaakitanga and contributes to the conditions that enable learning.

Sport, cultural life, and student leadership continued to strengthen school spirit. Participation in Active As, sporting opportunities, kapa haka, Mau Rākau, peer support, leadership development, student presentations, and community events all contributed to a visible sense of pride and belonging. We are grateful to the many parents, whānau, staff, coaches, managers, and volunteers who support these opportunities.

Visitors and whānau often comment on the warmth, respect, and grounded nature of our students. These qualities are visible at pōwhiri, mihi whakatau, cultural events, assemblies, sport, community activities, and in everyday interactions. They remind us that achievement is broader than qualifications alone; it includes identity, service, relationships, confidence, and contribution.

Our kura remains committed to equitable outcomes for Māori learners and to a local curriculum that reflects our place, histories, relationships, and responsibilities. We acknowledge Ngāti Maru as mana whenua and thank the Board for continuing to support this direction. We will continue to ensure that Māori student progress, attendance, achievement, identity, and wellbeing remain visible in planning and evaluation.

As we close the year, we acknowledge the Class of 2025. May they carry the spirit of Te Kura Tuarua o Te Kāuaeranga with pride, and may the friendships, challenges overcome, and shared moments of their time at Thames High School stay with them as they move into future pathways.

Ngā manaakitanga

Michael Hart
Tumuaki / Principal



Executive Summary

Te Kura Tuarua o Te Kauaeranga | Thames High School made meaningful progress in 2025 across its three strategic intents: giving effect to Te Tiriti o Waitangi; supporting all taiohi to reach their potential; and valuing everyone so they are safe and acknowledged for who they are. The year was marked by stronger NCEA outcomes at Levels 1 and 2, improved attendance indicators compared with 2024, significant curriculum and assessment preparation, and continued strengthening of wellbeing, behaviour, recognition, and student leadership systems.

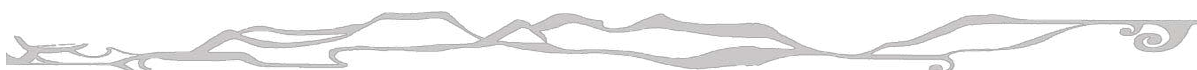
The achievement picture is encouraging but not complete. Level 1 and Level 2 results improved strongly and sit above the EQI comparison. Level 3 was close to the comparison picture, while University Entrance remained broadly aligned overall but lower for Māori learners. Endorsement outcomes improved, particularly at Levels 2 and 3, but course-level credit accumulation and course endorsement remain uneven across learning areas. The clearest next step is to strengthen early, consistent course-level tracking so that students at risk of falling behind, and students capable of Merit or Excellence endorsement, are identified and supported earlier.

The attendance picture also shows progress but remains a key priority. Regular attendance improved from 41% at the end of Term 2 2024 to 47% at the end of Term 2 2025, and chronic absence reduced from 18% to 13%. This represents positive movement, but the school remains well short of the national target of 80% regular attendance by 2030. The 2026 Attendance Management Plan and STAR framework provide the next stage of response.

Literacy and numeracy remain central drivers of achievement. The data show encouraging progress for the 2025 Year 9 cohort as they moved into Year 10, especially in writing. Reading also improved, while mathematics/numeracy remains the largest area of need. Māori learners made progress across all three domains, particularly writing, but remain over-represented in below-benchmark bands, reinforcing the need for sustained and targeted acceleration.

The school also strengthened the conditions for success. PB4L, restorative practice, UBRS, values-based messaging, pastoral systems, peer support, student leadership, communication, sport, cultural activities, and community partnerships all contributed to a calmer, more connected school tone. The next stage is to embed these systems more consistently across classrooms, pastoral teams, learning areas, and whānau engagement processes.

These findings directly inform the 2026 focus on achievement monitoring, attendance and engagement, curriculum implementation, targeted intervention, wellbeing, and Māori success.



Statement of Variance - progress against 2025 targets

The Statement of Variance evaluates progress against the targets and intended actions in the 2025 Annual Implementation Plan. It identifies what was achieved, the reasons for any differences between targets and outcomes, and the actions that will be carried forward into 2026.

The 2025 AIP recognised that achievement, attendance, engagement, retention, literacy/numeracy, culturally responsive practice, and whānau partnership are connected. The variance commentary therefore avoids treating outcomes as isolated results. Instead, it identifies the conditions that supported success and the areas where systems need to become more consistent.

Overall strategic intent summary

Strategic intent	Overall judgement	What strengthened in 2025	Main variance / next challenge
Give effect to Te Tiriti o Waitangi	Substantially achieved / ongoing	Te Tiriti remained visible through local curriculum development, te reo Māori, tikanga, kapa haka, Mau Rākau, Manukura Māori, Ngāti Maru engagement, values work, and the continued development of a culturally responsive curriculum.	Equity gaps remain, especially at Level 3 and UE. Mātauranga Māori, local histories, Māori learner voice, whānau partnership, and a Māori Educational Success Plan need to be more consistently embedded.
Support all taiohi to reach their potential	Partially to substantially achieved / ongoing	NCEA Level 1 and Level 2 outcomes strengthened. Assessment systems, parent reporting, literacy/numeracy frameworks, course tracking, and pathway planning developed further.	Course credit accumulation, course endorsement, Level 3, UE, attendance, numeracy, and early intervention remain uneven and require tighter monitoring.
Value everyone so they are safe and acknowledged	Substantially achieved / ongoing	PB4L, restorative practice, UBRS, pastoral systems, student recognition, peer support, leadership development, communication, and wellbeing systems strengthened school culture.	Implementation remains variable across classrooms and teams. Student voice, staff wellbeing monitoring, community engagement, and classroom-level recognition need more consistent rhythm and ownership.



2025 target summary and variance judgement

2025 AIP target area	2025 result / evidence	Judgement	Variance commentary and 2026 response
Course credit accumulation	Year 11 listed courses: 47% of course enrolments achieved 10+ credits. Level 2 listed courses: 47% achieved 12+ credits, up from 43% in 2024. Level 3 listed courses: 51% achieved 12+ credits, up from 49% in 2024. Technology course data was not included in the available analysis.	Partially achieved / ongoing	There was measurable improvement at Levels 2 and 3, with strong results in Science, Horticulture, Senior Art, Photography, Gateway, and specialist online pathways. However, the target was not achieved consistently across all learning areas or across enough courses for all students. Mathematics, some English pathways, Level 1 PE, and some Music courses remained more variable. The 2026 response will focus on earlier course-level tracking, assessment completion monitoring, whānau communication, and targeted intervention.
Course endorsements at Levels 2 and 3	Listed course data shows Level 2 Merit/Excellence course endorsement improving from 19% in 2024 to 23% in 2025, and Level 3 from 12% to 30%.	Achieved for Level 2 and Level 3 in available data / ongoing	The Level 2 result exceeded the 10% relative improvement target in the available data, while Level 3 showed a substantial lift. However, endorsement performance remained uneven across courses, particularly where attendance, literacy demands, external assessments, or sustained portfolio completion were barriers. The 2026 response will strengthen identification of endorsement-capable students, earlier tracking, writing support, and monitoring of external assessment completion.
NCEA Level 2 gender difference	Level 2 achievement was high for both female and male students and above the EQI comparison. The cohort moved from a 2024 pattern where males were behind females at Level 1 to a 2025 pattern where males slightly exceeded females at Level 2.	Achieved / substantially achieved	The target was achieved because both groups performed strongly and the previous disparity reduced significantly. This suggests that Level 2 pathways, including vocational and applied options, supported broad engagement and completion. The 2026 focus is to sustain strong Level 2 achievement while continuing to monitor gender patterns alongside ethnicity, attendance, and pathway participation.
Māori / non-Māori achievement difference at Levels 2 and 3	Māori Level 2 achievement increased from 67% in 2024 to 86% in 2025 for students enrolled at the end of the year, exceeding the Māori EQI comparison. Māori Level 3 achievement improved from 29% in 2024 to 61% in 2025 and moved from 32 percentage points below the Māori EQI comparison to broadly aligned with it. Disparity remained compared with overall achievement, particularly at Level 3 and University Entrance.	Achieved at Level 2; substantially achieved at Level 3 / ongoing	Māori achievement improved strongly at both Levels 2 and 3, and the disparity against overall achievement reduced. Attendance, retention, engagement, and more coherent pathways appear to have contributed positively. However, disparity remains, particularly at Level 3 and University Entrance, including for Māori males. The 2026 response includes earlier pathway planning, attendance intervention, writing support, credit tracking, and strengthened mentoring and whānau engagement for Māori learners.
Literacy acceleration	The 2025 Year 9 cohort showed strong writing gains by the start of Year 10, with the below-benchmark group reducing from 55% to 26%. Reading below benchmark reduced from 49% to 37%. Māori learners improved across reading, writing, and mathematics/numeracy.	Partially achieved / strong progress evident	Writing progress was particularly strong and reading also improved. Mathematics/numeracy improved more modestly and remains the greatest area of ongoing need and disparity. The target of accelerated progress was not fully achieved across all domains, but there is clear evidence of meaningful improvement. The 2026 response includes stronger targeted literacy and



			numeracy intervention, more regular progress monitoring, and continued embedding of subject-specific literacy strategies across the curriculum.
Attendance	Regular attendance improved from 41% at the end of Term 2 2024 to 47% at the end of Term 2 2025. Chronic absence reduced from 18% to 13%.	Achieved against 10% relative improvement target / ongoing priority	The increase from 41% to 47% represents approximately 15% relative improvement and therefore met the 2025 target. However, regular attendance remains well below the national 2030 target of 80%. Achievement analysis continued to show a strong relationship between attendance and NCEA success, particularly below the 80–85% threshold. The 2026 response is to embed the Attendance Management Plan and STAR processes, strengthen early intervention and whānau engagement, and reinforce attendance as a pre-condition for learning, achievement, and wellbeing.
Learner profiles, careers and pathways, and professional learning	KAMAR learner profiles and Direction Day information were strengthened; careers and pathway resources were further developed; PLD aligned to literacy, curriculum refresh, PB4L, culturally responsive practice, assessment, and leadership development; and the Graduate Profile and Instructional Model were finalised sufficiently to guide 2026 implementation.	Partially achieved / ongoing	Significant progress was made, particularly in preparing for curriculum implementation and strengthening pathway information. However, full implementation was affected by workload pressures, staffing changes, sequencing of curriculum and assessment reform, and the scale of system change occurring nationally. The 2026 response includes clearer ownership of initiatives, scheduled checkpoints, documented pathway expectations, and stronger alignment between Professional Growth Cycles, PLD, and Annual Implementation Plan priorities.

The 2025 data show a stronger overall achievement picture than 2024.

- NCEA achievement increased at all three levels, with the strongest gains at Levels 1 and 2.
- Level 1 achievement for students enrolled at the end of the year increased from 70% to 83%, and Level 2 from 75% to 92%.
- Level 3 increased more modestly from 63% to 69%, while University Entrance increased from 38% to 41%. Māori achievement strengthened significantly at Levels 2 and 3, although disparity remains, particularly at Level 3 and University Entrance. Regular attendance increased from 41% to 47% in Term 2, meeting the 10% relative improvement target, although remaining well below the national 2030 target of 80%.
- Course credit accumulation strengthened modestly at Levels 2 and 3, while course endorsement improved at Level 2 and strongly at Level 3.
- Literacy and numeracy data showed clear gains in reading and writing, while mathematics/numeracy remains the most significant area for continued acceleration.



Progress against strategic intents

Narrative summary of progress against strategic intents

1. We will give effect to Te Tiriti o Waitangi

Progress in 2025 included strengthening local curriculum, continuing to normalise te reo Māori and tikanga in school life, maintaining kapa haka and Te Ao Haka pathways, supporting Mau Rākau, and appointing roles that support Māori student engagement and mentoring. The Graduate Profile, values/tikanga icons, and Instructional Model provide an important foundation for 2026 because they connect identity, belonging, learning, and achievement.

The key next step is to move from visible commitment to more consistent implementation. This means ensuring local histories, mātauranga Māori, te reo Māori, tikanga Māori, and Māori learner voice are evident across learning areas, not only in specific programmes or events. It also means using achievement, attendance, engagement, and wellbeing data to identify priorities for Māori learners and to evaluate the impact of actions.

2. We will support all taiohi / young people to reach their potential

The 2025 achievement data show a stronger platform than in 2024, particularly at NCEA Levels 1 and 2. This supports the view that targeted monitoring, mentoring, assessment communication, and clearer expectations are making a difference. The course-level data, however, shows that improvement is not yet evenly distributed across all subjects and pathways.

The most important learning from the year is that achievement monitoring needs to become earlier, sharper, and more connected. Attendance, credit accumulation, assessment completion, literacy/numeracy progress, course endorsement potential, and whānau communication need to be viewed together. The 2026 AIP therefore appropriately shifts the focus toward achievement monitoring, progress, and targeted interventions across Years 9-13.

3. We will value everyone, so they are safe and acknowledged for who they are

The school culture picture strengthened in 2025. PB4L, restorative practice, UBRS, values-based language, pastoral systems, peer support, leadership opportunities, recognition, sport, and communication all contributed to a more settled and connected environment.

Students were increasingly visible in leadership, assemblies, events, and peer support. The next step is consistency. Wellbeing and behaviour systems need to be predictable, values-aligned, and understood by staff, students, and whānau. Recognition needs to be visible in classrooms as well as assemblies and communications. Student voice and whānau engagement need regular schedules and clear feedback loops so that people can see how their input shapes action.



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

This strategic intent remained a local priority in 2025 and was expressed through curriculum development, culturally responsive practice, relationships with mana whenua, Māori student support, and the ongoing work to strengthen identity, belonging, and equitable outcomes.

Target / planned action	Status	What was achieved	Variance / reasons	Planning for next year
Strengthen culturally responsive curriculum consistent with Te Mātaiaho / Refreshed NZ Curriculum	Substantially achieved	Curriculum timelines were updated and shared with HoDs and staff. English and Mathematics preparation for 2026 progressed. Unit plan templates were redistributed. Reading-for-meaning and vocabulary strategies were developed to complement the writing framework. Teacher Only Days and PLD supported curriculum and assessment planning.	The curriculum map and Year 9-10 unit self-evaluation were not completed. National curriculum timelines and documentation changed, and NCEA implementation created workload pressure.	Complete curriculum mapping and unit plan indexing; model self-evaluation with HoDs; implement English and Mathematics curriculum changes; strengthen local context, literacy, numeracy, values, and mātauranga Māori in unit plans.
Strengthen assessment practice and NCEA implementation	Substantially achieved	Level 1 programmes were embedded following the first year of implementation. Assessment procedures were updated. CAA information was provided to whānau. Parent Portal progress reporting strengthened. Moderation expectations were clarified and assessment calendars became more visible.	National assessment requirements continued to change. CAA literacy/numeracy demands remained significant, and the consistency of course-level tracking varied across departments.	Analyse CAA outcomes more systematically; review CAA tutorials and preparation; strengthen assessment calendar use; support departments with moderation, assessment design, and tracking of students at risk.
Strengthen Māori success, whānau partnership, local histories, and whenua-based learning	Partially achieved / ongoing	Ngāti Maru relationships, Te Ao Māori Strategic Ohu, kapa haka, Te Reo Māori, Te Ao Haka, Mau Rākau, Manukura Māori, and Matariki learning contributed to a stronger cultural foundation. Local histories and Te Tiriti themes were visible in some Year 9-11 learning areas.	TAMSO hui and Māori Educational Success Plan development were disrupted by competing priorities and capacity. Local histories and mātauranga Māori are not yet consistently visible across all learning areas.	Clarify TAMSO's strategic role Progress a more explicit Māori Educational Success Plan, drawing together existing work, student/whānau voice, and achievement, attendance, engagement and wellbeing data; use achievement, attendance, and engagement data to guide targeted support; continue to deepen Ngāti Maru partnership and local curriculum integration.



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

This intent includes the main annual achievement and engagement targets. In 2025 the school strengthened NCEA achievement at Levels 1 and 2, made progress in tracking and reporting, and developed the foundations for a more coherent Year 9-13 progress framework. The key variance is that success was not yet consistent across all year levels, courses, and groups of learners.

NCEA, course credits, endorsement and pathways

Target / planned action	Status	What was achieved	Variance / reasons	Planning for next year
NCEA Level 1 programmes embedded and achievement maintained	Achieved	Level 1 outcomes were strong overall. End-of-year achievement was 83%, above the EQI comparison. The revised Level 1 programmes were more established, and students entered 2026 with stronger literacy/numeracy completion than the previous cohort.	Māori achievement broadly aligned with the EQI Māori comparison but remained below overall school outcomes. CAA and literacy/numeracy requirements continue to affect some students.	Continue Level 1 programme review; strengthen Year 9-10 literacy/numeracy readiness; monitor CAA completion early; ensure students and whānau understand progress toward credits and co-requisites.
NCEA Level 2 strengthened and promoted as a key leaving qualification	Achieved	Level 2 achievement was very strong overall at 92% end-of-year and 86% for Māori learners. It was above EQI comparison and supports the strategic focus on Level 2 as a minimum leaving qualification.	Sustaining this result requires ongoing attendance, retention, and course completion monitoring. Some students still need tailored pathways and stronger early intervention.	Maintain high expectations for Level 2; continue mentoring; strengthen retention; ensure course selection and vocational/applied pathways support meaningful qualification completion.
NCEA Level 3, University Entrance, and endorsement strengthened	Partially achieved / ongoing	Level 3 was close to the comparison picture at 69%. Qualification endorsements improved, especially at Levels 2 and 3. UE was broadly aligned overall, using end-of-year cohort data.	Level 3 and UE are more affected by pathway alignment, course selection, external assessment participation, writing demands, and attendance. Māori UE and Māori male Level 3 outcomes remain priorities.	Set explicit Level 3 and UE targets; strengthen senior mentoring; monitor course completion and endorsement potential; strengthen writing support and external assessment readiness.
Course credit accumulation and course endorsement	Partially achieved / ongoing	Course-level data showed measurable improvement at Levels 2 and 3 and strong results in Science, Art/Photography, Senior Health, Horticulture, Gateway, and specialist online pathways.	Credit accumulation and endorsement were uneven. Some courses had strong completion while others had lower proportions reaching the expected 10+ or 12+ credit thresholds. Technology data was still to be added.	Use early course-level credit tracking; identify students below trajectory; identify endorsement-capable students; strengthen whānau communication; support departments with assessment completion planning.
Careers, pathways, and retention	Partially achieved / ongoing	Careers resources were developed, Gateway remained an important pathway, and vocational/applied learning continued to support engagement. The Te Ara Whakamana model was developed for 2026 as a local response to disengagement and alternative education needs.	Staffing and leadership changes affected momentum in the whole-school careers plan. Documentation of individual career plans and KAMAR profile use requires more consistency.	Document a whole-school careers plan; strengthen senior career plans; align course selection, credits, work-related learning, and future pathways; monitor retention to at least age 17 and reduction in students leaving without Level 2.



Course credit accumulation and course endorsement

Partially achieved / ongoing

The 2025 AIP included a course-level achievement target because credit accumulation across courses is one of the most important levers for qualification success. The target was that students would achieve at least 10 credits per course at Year 11 / Level 1, and at least 12 credits per course at Years 12 and 13 / Levels 2 and 3, across a broad programme of learning. This was intended to support overall qualification achievement, strengthen course completion, and reduce disparities by ensuring students were making sufficient progress across multiple learning areas.

The course credit accumulation target was partially achieved. There was measurable improvement at Levels 2 and 3 compared with the 2024 baseline, and several courses demonstrated strong course completion and credit attainment. Stronger outcomes were evident in Science, Horticulture, Senior Art, Photography, Hospitality, Digital Technologies, Mechanics, Furniture, Gateway, and specialist online pathways. Practical, vocational, and applied learning pathways generally showed stronger completion where programmes aligned closely to student interests, authentic contexts, and clear skill development.

However, variability remained across some learning areas and pathways. Mathematics, some English pathways, some Physical Education courses, Music, Fabrics, and some Trades pathways showed lower course completion or lower endorsement attainment. Attendance, literacy demands, external assessment participation, limited prior knowledge, staffing transitions, and inconsistent assessment completion were recurring factors influencing outcomes. The data supports the 2026 focus on earlier course-level tracking, assessment completion monitoring, pathway alignment, and timely intervention.

Examples of strong course completion included:

- SC11 — 85% achieved 10+ credits
- CHE2 — 93% achieved 10+ credits
- HORT1 — 81% achieved 10+ credits
- DTC1 — 100% achieved 10+ credits, with strong endorsement outcomes
- MEC1 — 93% achieved 10+ credits
- HOS1 — 86% achieved 10+ credits
- FUR1 — 86% achieved 10+ credits following programme redesign
- Gateway — 75% of retained students completed full programme requirements

Level	AIP course credit expectation	2024 comparator	2025 listed course data	Difference / comment	Course distribution
Level 1 / Year 11	At least 10 credits per course	48% of listed courses met 12+ credit benchmark*	54% of listed courses met 10+ credit benchmark	Improvement overall using a fairer Level 1 threshold under the revised NCEA structure	8/18 strong; 3/18 moderate; 7/18 concern
Level 2 / Year 12	At least 12 credits per course	43% of listed courses met 12+ credit benchmark	57% of listed courses met 12+ credit benchmark	+14 percentage points	12/24 strong; 3/24 moderate; 9/24 concern
Level 3 / Year 13	At least 12 credits per course	49% of listed courses met 12+ credit benchmark	57% of listed courses met 12+ credit benchmark	+8 percentage points	8/19 strong; 5/19 moderate; 6/19 concern

Note:

- *Strong* = at least 75% of students achieved the threshold
- *Moderate* = 50–74%
- *Concern* = below 50%

Vocational, applied, and practical learning pathways contributed positively to the overall course completion picture. Gateway, Hospitality, Digital Technologies, Mechanics, Furniture, Horticulture, and several specialist online learning pathways showed particularly strong rates of course completion and credit attainment. Gateway also demonstrated strong programme completion for retained students



undertaking work placements and vocational learning programmes. These pathways continue to provide important engagement, retention, and achievement opportunities for many learners.

However, variability remained across some courses and pathways, particularly where attendance was inconsistent, literacy demands were high, programmes involved significant external assessment requirements, or students entered courses with limited prior knowledge or interrupted learning patterns. The data reinforces the importance of early course tracking, pathway alignment, attendance follow-up, and timely intervention to support course completion across all learning areas.

Course endorsement and higher achievement

Partially achieved overall / substantially achieved for Level 3

The 2025 AIP retained a focus on course endorsement, particularly at Levels 2 and 3, because course endorsements support higher qualification endorsement and indicate the extent to which students are achieving at Merit and Excellence level. The 2025 course endorsement picture improved overall, particularly at Level 3, although outcomes remained uneven across learning areas and pathways.

Level	2024 M/E course endorsement rate	2025 M/E course endorsement rate from listed courses	Difference	Commentary
Level 1	13%	12%	-1 percentage point	Broadly similar overall. Level 1 endorsement remains an area of ongoing development following the NCEA change programme and literacy/numeracy co-requisite implementation.
Level 2	19%	23%	+4 percentage points; approximately 21% relative improvement	Improvement exceeded the AIP target of a 10% relative increase. Stronger endorsement performance was evident in several Science, Technology, Photography, and senior specialist pathways, although variability remained across courses.
Level 3	12%	30%	+18 percentage points; substantial relative improvement	Very strong improvement overall, with notable high-end achievement in several senior academic, Technology, Photography, and online learning pathways.

The Level 2 endorsement target was achieved, with approximately 21% relative improvement compared with 2024. Level 3 endorsement performance improved substantially, more than doubling from the previous year and representing one of the strongest areas of improvement in the 2025 achievement data.

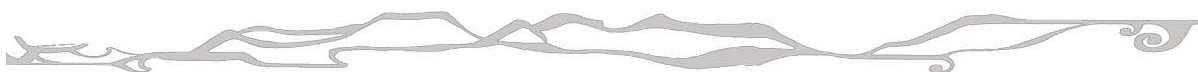
However, endorsement outcomes remained uneven across some learning areas and pathways. Attendance, literacy demands, external assessment participation, and sustained portfolio or assessment completion continued to influence higher-level achievement. Smaller course cohorts in some senior pathways also created greater year-to-year variability.

The 2026 response includes earlier identification of endorsement-capable students, more deliberate tracking of assessment completion, strengthened support for writing and external assessments, and continued development of teaching approaches that promote higher-order achievement and sustained engagement across courses.



Literacy, numeracy, achievement monitoring and attendance

Target / planned action	Status	What was achieved	Variance / reasons	Planning for next year
Literacy and numeracy acceleration	Partially achieved / strong progress	Writing progress was strong for the 2025 Year 9 cohort moving into Year 10. Reading also improved. Departments developed reading-for-meaning, writing, vocabulary, and numeracy approaches, and accelerated literacy/phonics support operated through Learner Support.	Numeracy remains the strongest area of need. Some students remain below benchmark, especially Māori learners. Frameworks are not yet consistently embedded across all learning areas.	Set accelerated progress targets for below-benchmark learners; use SMART/e-asTtle and CAA data; strengthen subject-specific literacy and numeracy strategies; require regular progress reporting from departments.
Attendance as a pre-condition for achievement	Achieved at Term 2 target point / ongoing	Regular attendance improved from 41% to 47% at the end of Term 2. Chronic absence reduced from 18% to 13%. Recognition systems and STAR/stepped attendance processes were developed.	The improvement is positive but still well below the 2030 national target. Moderate absence increased, showing the need for earlier intervention before absence becomes entrenched.	Embed AMP/STAR; clarify roles for rūpū/whānau kaiiaki, attendance officer, kaiāwhina and SLT; strengthen whānau communication; monitor weekly and termly; use attendance data alongside achievement tracking.
Learner profiles and academic tracking	Partially achieved / ongoing	KAMAR profiles were populated before Direction Day, baseline data was shared with staff, and NCEA progress reporting became more regular. Assessment dates and course outlines were more widely shared.	Use of KAMAR mark books, progression tools, profiles, and intervention records was not yet consistent across all departments and pastoral teams.	Establish regular checkpoints for junior progress, senior credits, endorsements, attendance, engagement, and intervention plans.



Strategic Intent 3: We will value everyone, so they are safe and acknowledged for who they are

This intent focused on building the conditions for belonging, safety, wellbeing, recognition, engagement, and community connection. The overall picture is positive, with a calmer school tone, clearer expectations, more visible recognition, and stronger coordination of communication and leadership opportunities. The main next step is to make these systems more consistent and visible across all teams and classrooms.

Target / planned action	Status	What was achieved	Variance / reasons	Planning for next year
Promote a safe, supportive, and positive school culture	Substantially achieved	Vision, mission, values, tikanga icons, PB4L, restorative practice, UBRS, "How restorative am I?" self-review, and consistent messaging strengthened expectations and contributed to a calmer tone. Attention to everyday expectations — including uniform, punctuality, phone use, and readiness to learn — supported a more settled environment.	Implementation varies across classrooms and teams. Walkthroughs were sometimes limited by reactive pastoral and operational demands.	Maintain PB4L; develop a clear corrective consequence framework aligned with values; strengthen WARM/restorative conversations; schedule regular walkthroughs and data review.
Ensure the physical environment is well-maintained, inclusive, and safe	Substantially achieved / ongoing	Property and health and safety matters were monitored through established systems. Inclusive facilities such as gender-neutral spaces were available and signage improved. Emergency procedures and drills were updated and practised.	Some procedures, especially tsunami and site-specific emergency expectations, require clearer communication and practice. Student voice on social and recreational spaces needs strengthening.	Continue regular monitoring through property and health and safety systems; gather student voice on spaces; strengthen emergency procedure communication and readiness.
Promote inclusivity, equity, wellbeing and pastoral support	Substantially achieved / ongoing	Learner Support worked from a strengths-based approach. Devices, materials, financial support, pastoral care, external agency collaboration, peer support, Ka Ora, Ka Ako, and wellbeing initiatives supported participation and belonging.	Demand for pastoral, wellbeing, learning support, and external agency coordination remains high. Staff wellbeing pulse checks need a more consistent rhythm.	Complete Learner Support review; strengthen wellbeing team planning; maintain staff wellbeing checks; use student voice and case review to improve coordinated responses.
Increase recognition and celebration of student and staff achievement	Substantially achieved	Assemblies, certificates, acknowledgement emails, attendance recognition, social media, pānui, performances, and showcases celebrated a broad range of success. Fortnightly effort reporting for Years 9-11 began in Term 2.	Recognition is not yet equally systematic across all departments and classrooms. Some achievement and progress stories are more visible than others.	Develop values-aligned awards and classroom recognition; ensure each department and pastoral team contributes regular recognition stories; continue balanced communication across academic, cultural, sporting, service, and personal growth areas.
Strengthen communication, whānau engagement, student leadership, and alumni/business connections	Partially achieved / ongoing	Communications became more regular and coordinated. Student leadership workshops, Board presentations, WLPD, He Taringa Whakarongo / peer support, and student contributions to assemblies strengthened student voice. Business and alumni connections began to develop.	Community forums and whānau participation remain variable. Alumni and business engagement require a clearer strategy and a dedicated champion. Student leadership systems need more regular reflection and follow-up.	Finalise communications and marketing strategy; complete stakeholder survey; formalise student leadership action plans; extend tuakana-teina opportunities; build alumni/business strategy and local pathway partnerships.



Evaluation of student progress and achievement

This section provides a consolidated view of student progress and achievement. It supports the Statement of Variance by showing the key achievement, attendance, literacy/numeracy, course credit, and endorsement patterns that informed the judgements above.

NCEA and University Entrance achievement

The 2025 achievement picture shows strong recovery and consolidation at Levels 1 and 2. Level 3 outcomes were more variable and sat closer to the EQI comparison. University Entrance was broadly aligned overall, but Māori outcomes remained below the comparison and require stronger pathway planning, writing support, and course completion monitoring. This comparison supports the judgement that achievement strengthened in 2025.

The school performed above the comparison group at Levels 1 and 2, with Level 2 particularly strong. Level 3 was close to the EQI comparison but remains an area for improvement. University Entrance was broadly aligned with the comparison group, although still below the school's aspirations for students seeking university pathways.

Indicator	2024 EOY result	2025 EOY result	Change	2025 Māori EOY result	2025 EQI comparison (overall / Māori)	2025 THS relative to EQI (overall / Māori)	Commentary
NCEA Level 1 / Year 11	70% (53/76)	83% (62/75)	+13 pp	61% (17/28)	72.1% / 61.1%	+10.9 pp / -0.1 pp	A strong overall improvement and well above the overall EQI comparison. Māori achievement was closely aligned with the Māori EQI comparison. However, disparity remained between Māori achievement and the overall cohort, particularly in literacy and numeracy readiness.
NCEA Level 2 / Year 12	75% (46/61)	92% (61/66)	+17 pp	86% (24/28)	75.0% / 68.4%	+17.0 pp / +17.6 pp	A very strong overall result and a significant strength of the school in 2025. Māori achievement improved substantially and was well above the Māori EQI comparison. The Māori/overall gap also reduced. The data reinforces the importance of retention, attendance, coherent pathways, and course completion monitoring.
NCEA Level 3 / Year 13	63% (30/48)	69% (35/49)	+6 pp	61% (14/23)	71.7% / 61.5%	-2.7 pp / - 0.5 pp	Level 3 achievement improved modestly overall, while Māori achievement improved significantly compared with 2024 and was broadly aligned with the Māori EQI comparison. However, overall Level 3 achievement remained slightly below the overall EQI comparison, and disparity remained between Māori and overall achievement. Continued focus is needed on attendance, course completion, pathway alignment, external assessment readiness, and senior mentoring.
University Entrance / Year 13	38% (18/48)	41% (20/49)	+3 pp	23% (5/22)	41.5% / 27.3%	-0.5 pp / - 4.3 pp	University Entrance achievement improved slightly overall and was broadly aligned with the overall EQI comparison. Māori University Entrance achievement remained below both the Māori EQI comparison and the overall school result. This highlights the need for earlier pathway planning, closer monitoring of UE literacy and approved subject requirements, and targeted support for students intending to pursue degree pathways.



The following table shows both 1 July roll and end-of-year enrolment calculations, because retention affects the interpretation of achievement outcomes.

Qualification	2024 — 1 July roll	2025 — 1 July roll	Change	2024 — end-of-year enrolment	2025 — end-of-year enrolment	Change
NCEA Level 1 / Year 11	67%	79%	+12 percentage points	70%	83%	+13 percentage points
NCEA Level 2 / Year 12	71%	88%	+17 percentage points	75%	92%	+17 percentage points
NCEA Level 3 / Year 13	63%	67%	+4 percentage points	63%	69%	+6 percentage points
University Entrance / Year 13	35%	39%	+4 percentage points	38%	41%	+3 percentage points

NCEA achievement with endorsement

Qualification endorsement outcomes improved, particularly at Levels 2 and 3. This indicates that high achievement is possible where students are attending, engaged, and supported to complete assessment pathways. The next step is to make endorsement tracking more deliberate and course-based, so students with Merit or Excellence potential are identified earlier.

NCEA endorsement	Number endorsed	Eligible group	2024 rate	2025 rate	EQI comparison	Commentary
Level 1	17	62	28%	27%	31%	Slightly below comparison. Continue focus on writing, depth of response, and student confidence with assessment demands.
Level 2	20	61	37%	33%	27%	Above comparison. Maintain high expectations and identify endorsement potential earlier.
Level 3	11	35	17%	31%	29%	Above comparison and improved from 2024. Continue strengthening consistency across courses and external assessment readiness.

Gender difference — Level 2

Achieved / substantially achieved

NCEA Achievement	Female	Male	Difference
2024 Level 1, same cohort starting point	70%	63%	Male -7 percentage points
2025 Level 2, 1 July roll	86%	91%	Male +5 percentage points

The gender difference target was achieved or substantially achieved. The same cohort moved from a 2024 Level 1 pattern where males were behind females to a 2025 Level 2 pattern where males slightly exceeded females.

Importantly, both female and male Level 2 results were strong, and the overall Level 2 result was well above the EQI comparison. The variance is positive and suggests that Level 2 pathways, including vocational and applied options, supported strong engagement and completion for a broad range of students.



Māori achievement — Levels 2 and 3

Māori achievement at Levels 2 and 3 improved strongly in 2025, with particularly significant gains at Level 3. At Level 2, Māori achievement increased from 67% in 2024 to 86% in 2025, a lift of 19 percentage points. This rate of improvement was slightly stronger than the overall cohort, which increased from 75% to 92%, a lift of 17 percentage points. Māori achievement also moved from being slightly below the Māori EQI comparison in 2024 to being well above it in 2025. In 2024, Māori Level 2 achievement was 1 percentage point below the Māori EQI comparison; in 2025, it was approximately 18 percentage points above the Māori EQI comparison.

The difference between Māori learners and the overall cohort reduced from around 8–9 percentage points in 2024 to approximately 6 percentage points in 2025. This means the Level 2 target to reduce the Māori/non-Māori or Māori/overall disparity by at least 10% relative to the previous year was achieved. A small gap remains, but the direction of travel is clearly positive.

NCEA Level 2 - achievement measure	2024	2025	Difference
Māori Level 2 achievement, end-of-year enrolment	67%	86%	+19 pp
Overall Level 2 achievement, end-of-year enrolment	75%	92%	+17 pp
Māori EQI comparison	68%	68.4%	-
Māori Relative to EQI	-1 pp	+18 pp	-
Māori Relative to Overall	-8 pp	- 6 pp	-

At Level 3, Māori achievement increased substantially, from 29% in 2024 to 61% in 2025, a lift of 32 percentage points. This was a much stronger rate of improvement than the overall Level 3 cohort, which increased from 63% to 69%, a lift of 6 percentage points. Māori Level 3 achievement also moved from being significantly below the Māori EQI comparison in 2024 to being broadly aligned with it in 2025. In 2024, Māori Level 3 achievement was 32 percentage points below the Māori EQI comparison; in 2025, it was only 0.5 percentage points below.

The disparity between Māori learners and the overall cohort also reduced significantly. Using the end-of-year enrolment measure, the Māori/overall gap reduced from 34 percentage points in 2024 to 8 percentage points in 2025. Although disparity remained, the scale of improvement represents a significant positive shift in Māori senior achievement.

This represents very strong progress in Māori Level 3 achievement. The Level 3 target was therefore substantially achieved, with clear evidence of improved retention, engagement, and pathway completion. However, continued work is required to sustain improvement and further reduce disparity, particularly for Māori males and students pursuing University Entrance pathways.

Overall, the 2025 data show that Māori achievement improved significantly at both Levels 2 and 3, exceeded or closely aligned with Māori EQI comparisons, and showed reduced disparity against overall achievement. The next step is to sustain this improvement through stronger attendance, retention, early credit tracking, whānau engagement, pathway mentoring, and targeted support for students whose pathways require Level 3 and University Entrance.

NCEA Level 3 - achievement measure	2024	2025	Difference
Māori Level 3 achievement, end-of-year enrolment	29% (4/14)	61%	+32 pp
Overall Level 3 achievement, end-of-year enrolment	63% (30/48)	69%	+6 pp
Māori EQI comparison	61%	61.5%	-
Māori Relative to EQI	-32 pp	-0.5 pp	-
Māori Relative to Overall	-34 pp	- 8 pp	-



Attendance and achievement

The attendance and achievement analysis shows a clear threshold effect across the senior school. Students below approximately 80–85% attendance were much less likely to achieve NCEA, while students above this range were much more likely to complete qualifications successfully. This pattern was particularly evident at Levels 1 and 2 and confirms attendance as a key achievement and equity lever.

At Level 1, Māori students in the 20–79% attendance bands had 0% achievement, while achievement increased significantly once attendance improved. Māori students in the 80–84% attendance band achieved at 75%, and those in the 85–94% attendance bands achieved at 100%. A similar threshold effect was evident at Level 2. Māori Level 2 achievement increased from 67% in 2024 to 86% in 2025, while the overall cohort increased from 75% to 92%. The Māori/overall gap reduced from approximately 8 percentage points to 6 percentage points. The attendance analysis helps explain this improvement: once Māori students reached 80%+ attendance, achievement at Level 2 was consistently very strong and, in the available analysis, reached 100%.

At Level 3, attendance remained important, but the relationship with achievement was more complex. Māori Level 3 achievement improved substantially, from 29% in 2024 to 61% in 2025, and the Māori/overall gap reduced significantly. However, attendance alone did not guarantee success at Year 13. Course alignment, credit accumulation, pathway clarity, external assessment completion, and mentoring also had a strong influence on outcomes.

Overall, the data reinforces that improving attendance is not simply about compliance; it directly supports engagement, retention, wellbeing, qualification completion, and equitable outcomes. This supports the 2026 focus on embedding the Attendance Management Plan and STAR processes, strengthening earlier whānau engagement and intervention, and providing more targeted academic mentoring and pathway support for students at risk of underachievement.

NCEA level	Attendance pattern	Achievement implication
Level 1	Students below approximately 80% attendance were highly unlikely to achieve Level 1. For Māori students in the 20–79% attendance bands, achievement was 0%. For European students in the 40–59% band, achievement was also 0%.	The Level 1 data shows a clear threshold effect. Below 80% attendance, achievement was very unlikely; from around 85% attendance and above, achievement became consistently high across most groups.
Level 2	The threshold effect was again clear. Students below approximately 70–75% attendance had a very low likelihood of achievement. For Māori students, achievement was 0% in the lowest attendance bands and rose to 80% in the 70–79% band. From 80% attendance and above, Māori achievement was 100%.	Level 2 shows that when students are present, the school's systems and pathways are effective. Once Māori students reached the higher attendance bands, achievement was very strong. This reinforces attendance as a key equity lever.
Level 3	The relationship between attendance and achievement remained important but was more complex. Very low attendance, below approximately 60%, was associated with low achievement, generally 0–50%. Mid-range attendance, around 70–84%, produced mixed outcomes, and high attendance, 85%+, generally supported stronger achievement but did not guarantee success.	At Level 3, attendance matters, but course alignment, credit accumulation, pathway clarity, external assessment completion, and mentoring also have a stronger influence. Attendance alone is not sufficient for all students at this level.



Regular Attendance

Achieved against 2025 target; continued priority

The attendance target was achieved against the 2025 AIP measure of a 10% relative improvement in regular attendance. Regular attendance increased from 41% in Term 2 2024 to 47% in Term 2 2025, a lift of 6 percentage points and an approximate 14.6% relative improvement.

While this represents positive progress, regular attendance remains well below the national target of 80% by 2030, meaning attendance continues to be a major priority for the school and community. The school's staged improvement pathway projects approximately 52% regular attendance in 2026, 58% in 2027, 65% in 2028, 72% in 2029, and 80% in 2030.

The 2026 Attendance Management Plan recognises that sustained improvement will require a whole-school approach, earlier intervention, consistent follow-up, strengthened whānau engagement, and continued reinforcement of attendance as a foundation for wellbeing, engagement, and achievement.

Attendance category	Definition	End T2 2025	End T2 2024	Change	Variance / implication
Regular attendance / Good	Over 90%; fewer than 5 days absent per term	47%	41%	+6 pp	Improved by 6 percentage points; approximately 15% relative improvement. Positive movement, but still well below the 80% national target for 2030.
Irregular absence / Worrying	More than 80% and up to 90%; 5-9 days absent per term	25%	30%	-5 pp	Improved. Early conversations, whānau contact, and support remain important.
Moderate absence / Concerning	More than 70% and up to 80%; 10-14.5 days absent per term	16%	12%	+4 pp	Increased. This signals the need for earlier intervention before absence becomes chronic.
Chronic absence / Serious concern	70% or less; 15+ days absent per term	13%	18%	-5 pp	Improved by 5 percentage points. Intensive and coordinated support remains necessary.



Literacy and numeracy progress

Year 9 2025 cohort → Year 10 2026

Partially achieved, with writing a clear strength

The 2025 Year 9 cohort data, compared with the start of Year 10 in 2026, provides an important measure of progress during the first year of secondary schooling. The strongest gains were in writing, with positive movement in reading and more modest movement in mathematics/numeracy. Māori learners improved across all three domains, particularly in writing, but remained over-represented in below-benchmark bands.

Domain	Start Year 9 2025 below benchmark	Start Year 10 2026 below benchmark	Change	Māori start Year 9 below	Māori start Year 10 below	Māori change	Commentary
Reading	49%	37%	-12 pp	63%	52%	-11 pp	Positive progress. Māori learners improved from 63% below to 52% below, but disparity remains.
Writing	55%	26%	-29 pp	56%	32%	-24 pp	Strongest improvement. Māori learners improved from 56% below to 32% below, with above-benchmark representation increasing.
Mathematics / numeracy	58%	52%	-6 pp	79%	65%	-14 pp	Some improvement, but this remains the largest area of need. Māori learners improved from 79% below to 65% below, but the gap remains significant.

The literacy acceleration target was therefore partially achieved, with particularly strong progress in writing and positive movement in reading. Mathematics/numeracy improved more modestly and remains the area requiring the greatest ongoing acceleration, particularly for Māori learners. This supports the 2026 focus on targeted literacy and numeracy intervention, stronger use of progress data, and embedding subject-specific literacy and numeracy strategies across the curriculum.



Year 10 2025 cohort → Year 11 2026 readiness

Partially achieved, with strong progress evident

The 2025 Year 10 cohort, moving into Year 11 in 2026, provides useful evidence of cumulative literacy and numeracy progress across junior schooling and readiness for NCEA and the literacy/numeracy co-requisites. Overall progress in reading and numeracy was strong, while writing showed significant improvement between Year 10 and Year 11. Māori learners made measurable gains across all three domains, although disparity remained, especially in numeracy.

Domain	Start Year 9 below benchmark (2024)	Start Year 10 below benchmark (2025)	Start Year 11 below benchmark (End 2025 / start 2026)	Change Y9 → Y11	Māori start Year 9 below	Māori start Year 10 below	Māori start Year 11 below	Māori change Y9 → Y11	Commentary
Reading	39%	28%	16%	-23 pp	55%	50%	24%	-31 pp	Strong progress. The proportion below benchmark reduced substantially for all students and Māori learners, improving readiness for senior learning.
Writing	53%	59%	29%	-24 pp	53%	77%	36%	-17 pp	Writing worsened between Year 9 and Year 10 but improved strongly by the start of Year 11. Continued attention is needed to lift more students into the above band.
Mathematics / numeracy	73%	63%	30%	-43 pp	91%	77%	44%	-47 pp	Numeracy showed the largest overall improvement but remains the area of greatest ongoing need and disparity, particularly for Māori learners.

The 2025 Year 10 cohort, moving into Year 11 in 2026, provides useful evidence of cumulative literacy and numeracy progress across junior schooling. The May 2026 analysis gives a three-point view: start of Year 9, start of Year 10, and end of Year 10 / start of Year 11. The data uses e-asTTle where available and, where recent e-asTTle data were unavailable, CAA achievement as an approximate indicator of current readiness.

Reading progress was strong. The proportion of all students below benchmark reduced from 39% at the start of Year 9 to 16% by the start of Year 11. Māori learners also made strong gains, reducing from 55% below benchmark to 24%. Writing showed a more uneven pathway, with the below-benchmark group increasing at Year 10 before reducing substantially by Year 11.



Across all students, writing below benchmark reduced from 59% at the start of Year 10 to 29% by the start of Year 11; for Māori learners it reduced from 77% to 36%. Numeracy showed the largest overall improvement, with all students below benchmark reducing from 73% to 30%, and Māori learners reducing from 91% to 44%.

Overall, this supports a judgement of partially achieved, with strong progress evident. The data shows meaningful improvement in reading, writing and numeracy readiness, while also confirming that numeracy remains the greatest ongoing area of need and disparity. This reinforces the importance of continued co-requisite preparation, targeted intervention, early credit monitoring, and sustained literacy and numeracy support as students move into NCEA programmes.

Co-requisite position for 2025 Year 10 cohort (2026 Year 11)

In addition to literacy and numeracy progress data, the completion of literacy and numeracy co-requisites provides an important indicator of readiness for NCEA success.

Co-requisite 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%

The co-requisite data shows both encouraging progress and the scale of ongoing need.

A significant group has already achieved both literacy and numeracy co-requisites, and the overall literacy/numeracy position entering Year 11 is stronger than at the same point in the previous year. However, 63% of the cohort still require at least one co-requisite, and 45% require both. This reinforces literacy and numeracy as a continuing whole-school priority and a key foundation for future NCEA success.



Our ongoing commitment to Te Tiriti o Waitangi and Māori success

Although recent national changes have altered the formal reporting requirements, the Board has retained a clear local strategic commitment to Te Tiriti o Waitangi, equitable outcomes for Māori learners, and a curriculum that reflects local tikanga, mātauranga Māori, te ao Māori, and the identity of our place.

The following summary shows how the Board's ongoing commitment is expressed through partnership, protection, and participation.

Dimension	2025 progress	Continued action
Partnership	Ongoing relationship with Ngāti Maru and Te Ao Māori Strategic Ohu; Board support for Māori representation, local identity, and curriculum direction; initial planning for further kaupapa such as whakairo and local narratives.	Strengthen regular, relational engagement; clarify TAMS0's role in strategic planning; include Māori student and whānau voice in decision-making and evaluation.
Protection	Te reo Māori, tikanga, Te Ao Haka, kapa haka, Mau Rākau, Manukura Māori, values language, and local curriculum work supported identity and cultural visibility.	Embed mātauranga Māori and local histories more consistently across learning areas; protect and grow te reo Māori and tikanga Māori pathways; monitor equity outcomes deliberately.
Participation	Pastoral and curriculum systems increasingly recognised belonging, identity, wellbeing, and whānau connection as foundations for learning.	Improve whānau engagement, reduce barriers to participation, use student voice, and ensure Māori learners are supported through attendance, mentoring, course progress, and pathway planning.

Statement of Curriculum Provision

Te Kura Tuarua o Te Kauaeranga | Thames High School provides a broad and balanced curriculum for Years 9–13. The curriculum includes learning across the New Zealand Curriculum learning areas, NCEA pathways, vocational and applied learning, Gateway, online and distance learning where appropriate, careers education, learner support, pastoral learning, and a wide range of co-curricular opportunities.

Our curriculum is designed to support students as individuals. Students are placed in a rōpū within one of our four houses, with a Rōpū Kaitiaki who supports pastoral care, learning conversations, and communication between home and school. Strong relationships between students, teachers, whānau and support staff remain an important feature of the school.

In Years 9 and 10, students undertake a broad junior curriculum that includes English, Mathematics, Science, Social Studies, Health and Physical Education, Te Reo Māori / Te Ao Haka, The Arts, Technology, and a range of option and rotation subjects. These programmes provide a foundation for literacy, numeracy, identity, wellbeing, creativity, critical thinking, and future pathways. Active As and other locally developed opportunities also support participation, engagement and connection.

In Year 11, students undertake a full NCEA Level 1 programme, with English and Mathematics as compulsory courses and a range of optional subjects across learning areas. Science, or a science-related subject, is strongly encouraged. Health, wellbeing and pastoral learning continue to support students alongside their academic programme.

In Years 12 and 13, students have increasing choice and pathway specialisation. Programmes include academic courses, University Entrance pathways, vocational and applied learning,



Trades Academy and Secondary Tertiary Programme opportunities, Gateway, and work-based learning. Students are supported to make informed course choices, including guidance around literacy requirements, University Entrance, vocational pathways, employment, apprenticeships, tertiary study and other destinations.

Where appropriate, students access courses not available on campus through online and distance learning, including Kōtui Ako, Te Aho o Te Kura Pounamu, and other providers. This helps extend curriculum choice and enables students to pursue specialist interests or pathway requirements.

The school also provides a diverse range of learning modes, including classroom learning, practical and hands-on learning, field trips, education outside the classroom, project-based learning, cultural learning, sport, leadership, and community-based opportunities.

Our location in Hauraki supports strong connections with local whenua, histories, industries, outdoor environments and community partnerships.

In 2025, curriculum development continued to respond to the refreshed New Zealand Curriculum, NCEA changes, literacy and numeracy priorities, local curriculum development, and the need for coherent pathways from Year 9 to Year 13. The school continued to strengthen course and unit planning expectations, with a focus on coherence, literacy, numeracy, mātauranga Māori, local context, assessment design, and clear reporting to students and whānau.

By the end of 2025, the Graduate Profile and Instructional Model had been finalised sufficiently to guide implementation in 2026. These will support greater consistency in learning and teaching across the school and provide clearer alignment between the capabilities we want our learners to develop, the teaching practices that support them, and the pathways available to them.



Statement of compliance with employment policy

The Board is required to operate an employment policy that complies with the principle of being a good employer and to report on the extent of compliance with this policy, including its Equal Employment Opportunities programme, under section 597 of the Education and Training Act 2020.

A good employer is one who operates personnel policies and practices that provide for the fair and proper treatment of employees in all aspects of their employment. During 2025, the Board continued to meet its good employer obligations through policies and practices that support fair appointment processes, safe working conditions, professional growth, equity, inclusion, and respectful workplace relationships.

The Board confirms that it has complied with its employment policy during 2025.

Reporting on the principles of being a good employer

Reporting area	Board response
How has the Board met its obligations to provide good and safe working conditions?	The Board supports good and safe working conditions through regular health and safety reporting, a Health and Safety Committee with employee representation, property and hazard reporting processes, and ongoing review of site safety. Hazards and property issues are reported, prioritised, and addressed through established systems, with regular reporting to the Board and relevant committees.
What is included in the Equal Employment Opportunities programme, and how has this been fulfilled?	The Board's Equal Employment Opportunities policy supports fair treatment of all employees and applicants according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. The policy recognises the value of diversity in staffing and supports equitable employment practices. The Board meets its obligations by maintaining and applying this policy in employment processes.
How does the Board practise impartial selection of suitably qualified people for appointment?	Appointments are made in accordance with the Appointments Policy. Processes typically include open advertising, collaborative shortlisting by relevant leaders, an interview panel, agreed interview questions, referee checking, and appointment decisions based on the requirements of the role and the suitability of the applicant. Panel members review applications and reach decisions through due process and consensus wherever possible.
How does the Board recognise the aims and aspirations of Māori, the employment requirements of Māori, and greater involvement of Māori in the education service?	The Board recognises the value of Māori staff, Māori perspectives, and Te Tiriti o Waitangi in employment practice. Understanding of, and commitment to, Te Tiriti o Waitangi, te ao Māori, tikanga Māori, and culturally responsive practice are considered through appointment, induction, professional learning, and ongoing development. The Board also recognises the value of diversity in staffing and seeks to support Māori involvement and success within the school.
How has the Board enhanced the abilities of individual employees?	Staff development is supported through Professional Growth Cycle processes, appraisal and professional conversations, leadership development, school-wide professional learning, external professional development opportunities, and budget planning. Professional learning in 2025 was aligned to school priorities, including curriculum development, assessment, literacy and numeracy, culturally responsive practice, behaviour and wellbeing, and leadership capability.
How does the Board recognise the employment requirements of women?	The Board recognises the employment requirements of women through equitable employment practices, fair appointment and promotion processes, and consideration of flexible working arrangements where practicable. The Board seeks to balance individual circumstances with the operational needs of the school.
How does the Board recognise the employment requirements of persons with disabilities?	The Board recognises the employment requirements of persons with disabilities through inclusive employment practices and by considering reasonable support or adjustments where required. The Board's policies recognise the value of diversity in staffing, including disability, and support fair treatment in employment.



Reporting on Equal Employment Opportunities Programme / Policy

Reporting on EEO programme / policy	Response
Does the Board operate an EEO programme / policy?	Yes
Has this policy or programme been made available to staff?	Yes
Does the EEO programme / policy include training to raise awareness of issues that may impact EEO?	Yes
Has someone been appointed to coordinate compliance with its requirements?	Yes
Does the EEO programme / policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes

Reports on special and contestable funding

KiwiSport funding

The Board is required to include a statement on KiwiSport funding.

STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2025

Thames High School received \$10,369.26 in Kiwisport funding in the 2025 year.

During 2025, KiwiSport funding contributed toward the Sports Coordinator role and supported a wide range of sporting and physical activity opportunities for students at Thames High School. This role is important in enabling taiohi to participate in teams and activities representing the kura, while also strengthening engagement, wellbeing, leadership, school spirit, and a sense of belonging.

Sport at Thames High School continues to be strengthened through the commitment of staff, coaches, managers, parents, whānau, and community volunteers, who support students to participate across a variety of codes and levels.



Financial statements

The audited annual financial statements will be inserted when available. The annual financial statements must include the required components in the prescribed format.

Required financial component	Status
Statement of responsibility signed and dated	To insert
Statement of comprehensive revenue and expense	Draft
Statement of changes in net assets/equity	Draft
Statement of financial position	Draft
Statement of cash flows	To insert
Notes to the financial statements	To insert
Independent auditor's report signed and dated	To insert

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.



Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

DRAFT - UNAUDITED

Thames High School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue							
Government Grants	2	6,880,701	6,803,541	7,280,520	6,880,701	6,803,541	7,280,520
Locally Raised Funds	3	759,409	729,749	785,546	757,409	729,749	785,546
Interest		47,658	15,000	38,775	47,658	15,000	38,775
Gain on Sale of Property, Plant and Equipment		-	-	-	-	-	-
		7,687,768	7,548,290	8,104,841	7,685,768	7,548,290	8,104,841
Expense							
Locally Raised Funds	3	350,611	317,690	311,541	350,611	317,690	311,541
Learning Resources	4	5,441,438	5,569,454	6,006,639	5,441,438	5,569,454	6,006,639
Administration	5	125,291	114,351	116,460	123,291	114,351	116,460
Property	6	1,770,017	1,565,432	1,666,861	1,770,017	1,565,432	1,666,861
Loss on Disposal of Property, Plant and Equipment		9,572	5,000	17,015	9,572	5,000	17,015
Total expense		7,696,930	7,571,927	8,118,516	7,694,930	7,571,927	8,118,516
Net Surplus / (Deficit) for the year		(9,163)	(23,637)	(13,674)	(9,162)	(23,637)	(13,674)
Other Comprehensive Revenue and Expense							
Items that will not be reclassified to surplus(deficit)							
Gain on equity investment revaluations		-	-	-	-	-	-
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		(9,163)	(23,637)	(13,674)	(9,162)	(23,637)	(13,674)

The above Consolidated Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

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Thames High School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025		2024		2024	
	Actual \$	School 2025 Budget (Unaudited) \$	Actual \$	Actual \$	Group 2025 Budget (Unaudited) \$	Actual \$
Equity at 1 January	1,126,011	912,067	1,139,686	1,126,011	912,067	1,185,098
Total comprehensive revenue and expense for the year	(9,163)	(23,637)	(13,674)	(9,162)	(23,637)	(13,674)
Contribution - Furniture and Equipment Grant	81,797	100,000	45,413	81,797	100,000	45,413
Contributions from the Ministry of Education	-	-	-	-	-	-
Distributions to the Ministry of Education	-	-	-	-	-	-
Equity at 31 December	1,198,645	988,430	1,171,424	1,198,645	988,430	1,216,836
Accumulated comprehensive revenue and expense	1,198,645	988,430	1,171,424	1,198,645	988,430	1,216,836
Reserves	-	-	-	-	-	-
Equity at 31 December	1,198,645	988,430	1,171,424	1,198,645	988,430	1,216,836
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	1,126,011	912,067	1,139,686	1,126,011	912,067	1,185,098
Equity investment revaluation reserve transfer on disposal	-	-	-	-	-	-
Contribution - Furniture and Equipment Grant	81,797	100,000	45,413	81,797	100,000	45,413
Contributions from the Ministry of Education	-	-	-	-	-	-
Distributions to the Ministry of Education	-	-	-	-	-	-
Surplus/(deficit) for the year	(9,163)	(23,637)	(13,674)	(9,162)	(23,637)	(13,674)
Balance 31 December	1,198,645	988,430	1,171,424	1,198,645	988,430	1,216,836
Equity investment revaluation reserves						
Balance at 1 January	-	-	-	-	-	-
Net change in fair value	-	-	-	-	-	-
Transfer to accumulated surplus/deficit on disposal	-	-	-	-	-	-
Balance 31 December	-	-	-	-	-	-
Total equity	1,198,645	988,430	1,171,424	1,198,645	988,430	1,216,836

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December 2025

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Thames High School Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets							
Cash and Cash Equivalents	8	278,093	611,200	823,062	607,066	611,200	1,348,355
Accounts Receivable	9	3,946,154	352,000	532,579	3,946,154	352,000	532,579
GST Receivable		38,962	-	13,254	38,962	-	13,254
Prepayments		25,292	2,000	20,276	25,292	2,000	20,276
Inventories	10	27,635	15,000	9,027	27,635	15,000	9,027
Investments	11	526,993	-	-	526,993	-	-
Funds receivable for Capital Works Projects	19	12,501	-	24,323	12,501	-	24,323
		4,855,630	980,200	1,422,520	5,184,603	980,200	1,947,813
Current Liabilities							
GST Payable		-	30,000	-	-	30,000	-
Accounts Payable	13	4,123,622	360,000	518,388	4,123,622	360,000	518,388
Revenue Received in Advance	15	343,501	300,000	437,345	343,501	300,000	437,345
Provision for Cyclical Maintenance	16	95,142	20,000	107,966	95,142	20,000	107,966
Finance Lease Liability	17	24,578	300,000	32,678	24,578	300,000	32,678
Funds held in Trust	18	2,822	-	(0)	2,822	-	(0)
Funds held for Capital Works Projects	19	0	10,000	-	-	10,000	-
		4,589,665	1,020,000	1,096,376	4,589,665	1,020,000	1,096,376
Working Capital Surplus/(Deficit)		265,965	(39,800)	326,144	594,939	(39,800)	851,437
Non-current Assets							
Property, Plant and Equipment	12	1,240,543	1,294,730	1,127,947	1,240,543	1,294,730	1,127,947
		1,240,543	1,846,730	1,127,947	1,240,543	1,846,730	1,127,947
Non-current Liabilities							
Provision for Cyclical Maintenance	16	(29,942)	78,000	(38,082)	(29,943)	78,000	(38,082)
Finance Lease Liability	17	10,814	24,000	(6,242)	10,814	24,000	(6,242)
Funds held in Trust	18	326,991	716,500	326,991	655,966	716,500	852,283
		307,863	818,500	282,667	636,837	818,500	807,959
Net Assets		1,198,645	988,430	1,171,423	1,198,644	988,430	1,171,424
Equity:							
Accumulated comprehensive revenue and expense		1,198,645	988,430	1,171,424	1,198,645	988,430	1,171,424
Equity investment revaluation reserves		-	-	-	-	-	-
Total equity		1,198,645	988,430	1,171,424	1,198,645	988,430	1,171,424



Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

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TO BE ADDED

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Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

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TO BE ADDED

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Independent auditor's report signed and dated.

These accounts are still draft.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

FROM
AUDITOR
(pending)

