

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

9 June 2026

Contents

1. Curriculum, Assessment and Reporting.....	2
1.1 Achievement Progress - NCEA	2
1.2 Curriculum Achievement Summary – 2025.....	8
Summary Dept Achievement Reports 2025 (pdf)	8
1.2 Reporting to parents (term 2)	8
2. Strategic Plan/ School Review	10
2.1 Annual Report 2025	10
2.2 Update on Strategic Intentions/Annual Implementation Plan.....	10
3. Personnel.....	11
3.1 Staffing Update.....	11
3.2 Professional Learning and Development.....	11
Monday PL / Tuesday cycle	11
4. Finance and Property Management	12
4.1 Property and Finance Reports	12
5. Physical and Emotional Environment	14
5.1 Roll.....	14
1 June Roll Return.....	14
Records in KAMAR.....	15
5.3 Summary of Leavers and Enrolments	17
5.4 Attendance.....	18
Term 2 Attendance (as of 3 June 2026)	18



Weekly attendance by year level: 19

Term to date (attendance ranges) 20

5.5 Stand-downs and Suspensions 21

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress - NCEA

This is the second update for 2026.

As at 3 June 2026, average credits achieved have increased across all three senior year levels since the 27 April checkpoint. The 2025 comparison points sit either side of this date, so they are not a direct like-for-like comparison. However, using the average of the 18 May and 24 June 2025 data as an indicative mid-point, 2026 progress is tracking ahead at Years 11, 12 and 13.

As we are now approximately one third of the way through the school year, we would ideally expect a similar proportion of assessment to have been completed or close to completion. Published credit data does not always fully reflect this, as moderation and verification processes can delay the recording of results from assessments completed earlier in the year.

Summary of NCEA progress to date by year level (3 June 2026)

- Earned in the **current year**.
- In the next column, the previous checkpoint (27 Apr 2026)
- Comparison figures from May and June 2025 (different meeting dates)

	Year 11 /Level 1		Year 12/ Level 2		Year 13/ Level 3		Year 11 /Level 1		Year 12/ Level 2		Year 13/ Level 3	
	3 June	27 Apr	3 June	27 Apr	3 June	27 Apr	24 June 2025	18 May 2025	24 June 2025	18 May 2025	24 June 2025	18 May 2025
Average credits achieved this year	12.8	5.3	21.4	10.2	15.4	6.8	17.4	6.3	24.3	15.0	14.1	7.4
Average credits attempted	15.7	6.2	25.1	11.3	17.8	7.3	21.8	7.6	27.3	17.0	16.7	8.8
Number of students*	92	92	68	70	57	58**	77	78	73	75	53	55
Number who have achieved L1 Literacy	44	44	64#	65	55	56	37**	17**	63	63	51	53
Number who have achieved L1 Numeracy		43		63	55	56	35	35	67	66	51	53
Number who have achieved UE Literacy	N/A	N/A	1	1	29	29	N/A	N/A	0	0	22	21
Number who have achieved NCEA	0	0	1	1	3	2	0	0	3	0	0	0
Number who have achieved previous NCEA level	N/A	N/A	NCEA Level 1: 62	NCEA Level 1: 62	NCEA Level 2: 55	NCEA Level 2: 55	N/A	N/A	NCEA Level 1: 57	NCEA Level 1: 56	NCEA Level 1: 44***	NCEA Level 2: 45

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

** 1 'ghost student' – enrolled but never attended

One student Year 12 left with NCEA level 2.

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

Commentary

- Senior students have made clear progress since the previous checkpoint on 27 April 2026, with average credits achieved and attempted increasing across all three year levels.
- The 2025 comparison dates do not align exactly with the 3 June 2026 checkpoint. The 2025 data is from 18 May and 24 June, so any comparison should be treated as indicative rather than directly like-for-like.
- One way to manage this difference in relative dates is to use the average of the two 2025 checkpoints as a broad mid-point comparison.
- **Year 11 / Level 1**
 - Average credits achieved have increased from **5.3 to 12.8** since April.
 - The average of the two 2025 comparison points is **11.9 credits (6.3 on 18 May and 17.4 on 24 June)**.
 - On this basis, Year 11 is tracking *slightly* ahead of the broad 2025 mid-point comparison.
 - Literacy and numeracy remain important areas to monitor, with **44 students having achieved L1 literacy** and **43 having achieved L1 numeracy**.
- **Year 12 / Level 2**
 - Average credits achieved have increased from **10.2 to 21.4** since April.
 - The average of the two 2025 comparison points is **19.7 credits (15.0 on 18 May and 24.3 on 24 June)**.
 - On this basis, Year 12 is tracking ahead of the broad 2025 mid-point comparison.
- **Year 13 / Level 3**
 - Average credits achieved have increased from **6.8 to 15.4** since April.
 - The average of the two 2025 comparison points is **10.8 credits (7.4 on 18 May and 14.1 on 24 June)**.
 - On this basis, Year 13 is tracking ahead of the broad 2025 mid-point comparison.
 - **Three students have already achieved NCEA Level 3.**
- Overall, progress since April is positive. Year 12 and Year 13 are tracking well against the broad 2025 mid-point comparison, and Year 11 is also slightly ahead. Year 11 will still require continued monitoring, particularly around credit accumulation, literacy, and numeracy.

Summary of NCEA progress Credits, by year level / Gender – ranges (3 June 2026)

The following tables show **total** credits gained towards each NCEA level, not only credits earned in 2026. They therefore give a broader picture of each student's current position against the relevant qualification threshold.

Since the 27 April checkpoint, there has been clear movement across all three senior year levels, with fewer students in the lowest credit ranges and more students moving into the middle and higher ranges.

Across gender, the spread is broadly similar overall. At Year 11, both female and male students are represented across the lower and middle ranges, with a sizeable group of female students in the 40–49 credit range. At Year 12, most students of both genders are clustered between 20 and 39 credits. At Year 13, both female and male students have moved into the mid-ranges, with a small number of male students currently represented in the highest credit ranges.

Year 11 / Level One	Credits towards L1 (ranges) – numbers of students <i>Need at least 80 L1+ credits, incl. 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F	3	5	11	7	9	15	4						54
M	2	8	5	6	2	11	2	1	1				38
Total @ 3 June	5	13	16	13	11	26	6	1	1				92
Total @ 27 Apr	7	15	22	15	30		2	1					92
Total @ 24 June	1	5	17	19	20	10	4	1					77
Total @ 22 May	6	16	24	20	8	4							78

- Year 11 / Level 1:** The number of students with fewer than 20 credits has reduced from **44 to 34**. There has been a noticeable shift into the **40–49 credit range**, which now includes **26 students**, compared with none recorded in that range at the April checkpoint. Compared with the indicative mid-point of the two 2025 checkpoints, Year 11 appears to be tracking slightly more strongly, particularly in the 40+ credit ranges.

Year 12 / Level Two	Credits towards L2, ie. L2 + (ranges) – numbers of students <i>Need at least 60 L2+ credits, plus at least 20 cr at level 1, incl. 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F	1	4	4	14	16	1	2						42
M			6	13	6				1				26
Total @ 3 June	1	4	10	27	22	1	2		1				68
Total @ 27 Apr	1	20	30	15	2	1				1			70
Total @ 24 June 2025	1	4	8	25	22	10		2				1	73
Total @ 22 May 2025	2	12	25	24	9	1	1					1	75

- **Year 12 / Level 2:** The movement since April is significant. Students with fewer than 20 Level 2 credits have reduced from **51 to 15**, while the largest group is now in the **20–39 credit range**. This places the 2026 cohort ahead of the broad 2025 mid-point comparison in terms of movement out of the lowest credit bands, although only a small number have yet reached the 60-credit Level 2 threshold.

Year 13 / Level Three	Credits towards L3, ie. L3 + (ranges) – numbers of students <i>Need at least 60 L3+ credits, plus at least 20 cr at level 2+, incl. 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F	1	5	4	11	5	1	2	1					29
M	1	2	9	6	6	1		1	1	1		1	28
Total @ 3 June	2	7	13	17	11	2	2	2	1	1		1	57
Total @ 27 Apr	3	15	24	8	3	2	1			1		1	58
Total @ 24 June 2025	4	5	9	21	8	2	1	2		1			53
Total @ 22 May 2025	5	12	21	6	5	3	2		1				51

- **Year 13 / Level 3:** There has also been strong movement since April. Students with fewer than 20 Level 3 credits have reduced from **42 to 22**, while more students are now sitting in the **20–39 credit range**. The number of students at **60 credits or above** has increased to **5**, compared with **2** at the April checkpoint. Against the indicative 2025 mid-point, Year 13 is tracking at least as well, and somewhat ahead in movement out of the lowest ranges.

Ethnicity snapshot – credit ranges (3 June 2026)

- The ethnicity snapshot provides a useful view of where groups of taurira are sitting within the credit ranges at the 3 June checkpoint. As with the other credit-range tables, these figures show total credits gained towards the relevant NCEA level, not only credits earned in 2026.
- Smaller cohort numbers for Asian, Pasifika, MELAA and Other students mean comparisons should be treated cautiously. However, individual student progress within these groups should continue to be monitored as part of normal tracking and support.

Year 11 / Level 1 – credit ranges

Ethnicity - Level 1 Group	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	Grand Total
Asian		2			1	2	1	1		7
European	1	3	4	10	4	13	4		1	40
Māori	4	8	10	3	4	9	1			39
Pasifika			2		2	2				6
Grand Total	5	13	16	13	11	26	6	1	1	92

- Year 11 / Level 1:** Māori students are more heavily represented in the lower credit ranges, with **22 of 39 Māori students below 20 credits**, compared with **8 of 40 European students**. European students are more concentrated in the middle ranges, particularly **20–49 credits**. This indicates that Year 11 Māori achievement and engagement should remain a priority focus.

Year 12 / Level 2 – credit ranges

Ethnicity - Level 1 Group	0	1-9	10-19	30-39	20-29	40-49	50-59	90-99	Grand Total
Asian			1	1	6	2		1	11
European			1	5	9	14	1	1	32
Māori	1	2	3	7	8				21
Other					1				1
Pasifika				1	2				3
Grand Total	1	4	10	22	27	1	2	1	68

- Year 12 / Level 2:** Most students are clustered in the **20–39 credit range**, which is broadly expected at this stage of the year. Māori students are spread across the lower and middle ranges, with **6 of 21 below 20 credits** and **15 of 21 between 20 and 39 credits**. European students are also mainly clustered between **20 and 39 credits**, with a small number extending into higher ranges.

Year 13 / Level 3 – credit ranges

Ethnicity - Level 1 Group	0	1-9	10-19	20-29	30-39	40-49	50-59	80-89	70-79	>100	Grand Total
Asian		2	1	2	1				1		7
European		3		9	6	1		1		1	21
Māori	2	2	9	6	4		2				25
MELAA			1			1					2
Other			1								1
Pasifika			1								1
Grand Total	2	7	13	17	11	2	2	1	1	1	57

- Year 13 / Level 3:** Māori students are again more represented in the lower ranges, with **13 of 25 Māori students below 20 credits**. European students are more concentrated in the **20–39 credit range**, with some students already in higher ranges. This suggests that targeted support for Māori students at Level 3 remains important, particularly as students move towards completion of Level 3 and University Entrance pathways.

Attendance & Engagement Lens – Success Rate Perspective

- This table shows **achievement success rates** — credits earned compared with credits attempted — by attendance band. It does not show the total number of credits accumulated.
- This provides a different lens from the credit-range tables. It helps identify how effectively students are converting assessment opportunities into achieved credits once they attempt them.

Count of RANGE Achievement Rate % THIS YEAR	RANGE Achievement Rate % THIS YEAR													
Attendance - Percentage (Half-Days) - RANGE	0	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100	No credits attempted	Grand Total	
20-39	3	1						1			1	1	7	
40-59					1	1		1			1	1	5	
60-69			2					1			4		7	
70-79	5	2	2		1				2	1	9	1	23	
80-84	1		1	1	2	4		3	2		5	1	20	
85-89	1				1	2	1	1	1	1	18		26	
90-94	1	2	1			6	4	6	5	2	31	1	59	
95-100	2	1		1	1	4		3	6	2	50		70	
Grand Total	13	6	6	2	6	17	5	16	16	6	119	5	217	

- The pattern broadly reinforces the importance of attendance. Students with attendance of **90% or above** are strongly represented in the 100% achievement success rate column, with 81 students in this group.
- Students with attendance between 85–89% also show strong conversion, with 18 of 26 students achieving a 100% success rate for credits attempted.
- The picture is more mixed below 85% attendance. Some students are still converting attempted credits successfully, but there are also more students spread across lower success-rate bands, including students with 0% achievement success or no credits attempted.
- The 0% achievement success rate group should be interpreted carefully. Many of these students are relatively new to the school, meaning they may not yet have had sufficient opportunity for assessment or for results to be recorded. Where this is not the case, low attendance or low engagement may be a more significant concern.
- The 70–79% attendance band is a useful example of this mixed pattern. While 9 students have a 100% success rate, 5 students have a 0% success rate and others are spread across lower bands. This suggests attendance alone is not the only factor, but it remains an important indicator when combined with engagement and assessment completion.
- Overall, the table supports the continued use of attendance, learning engagement, credits attempted, and achievement success rates together to identify priority taura. Students with lower attendance, low conversion rates, or no credits attempted should remain a key focus for timely follow-up.

1.2 Curriculum Achievement Summary – 2025

At the previous Board meeting, the 2025 Department Achievement Reports were tabled. These are valuable evaluation and reflection documents, and I have now prepared a separate 2025 Curriculum Achievement Summary to help distil the key themes across learning areas.

The summary draws together common strengths, celebrations, identified barriers, opportunities, and next steps. Overall, it highlights positive achievement in several programmes, strong examples of reflective practice, and departments actively adapting courses to support engagement, pathway relevance, cultural responsiveness, and student success.

It also identifies recurring opportunities for further development, including attendance-to-achievement systems, literacy and writing across the curriculum, assessment completion, student engagement, and the resourcing, timetable and facility conditions that support effective teaching and learning.

The summary is intended to support Board understanding, strategic planning, resourcing decisions, and future development priorities for 2026 and beyond.

[Summary Dept Achievement Reports 2025 \(pdf\)](#)

1.2 Reporting to parents (term 2)

Term 2 written reports, one of the two formal reporting points for the year, will be published on **Monday 15 June**. These reports provide the foundation for the taiohi-whānau-kaiako hui/conferences, which will be held on **Thursday 18 June** and **Tuesday 23 June**.

Teachers will be encouraged to specifically invite parents and caregivers to attend where there is a need for discussion or follow-up, for example where taiohi are not yet on track to achieve, or where progress is less than expected.

Reporting periods are a busy time for teachers, particularly as they work to have as much assessment information as possible ready for publication. The effort that goes into this process is much appreciated.

The reports include:

- **Key Learning Indicators** for each subject, Years 9–13
- **Assessment summaries**, including progress and summative assessment information
- **Rōpū / whānau kaitiaki comments** in Terms 2 and 4, summarising overall achievement and/or progress, attitudes to learning and mentoring, attendance where appropriate, and involvement in co-curricular activities

- **NCEA summaries** for Years 11–13, including entries, results to date, and what is still needed to achieve NCEA
- **Overall teacher judgements** for Years 11–13, including estimated credits and clear indications of whether students are on track for subject achievement

The reports also include information about attendance and involvement in co-curricular activities, providing a broader picture of each taiohi's engagement and progress.

2. Strategic Plan/ School Review

2.1 Annual Report 2025

Attached is the school's 2025 Annual Report, which has now been published on the school website.

The report provides an overview of the school's performance and progress during 2025, including achievement outcomes, attendance, literacy and numeracy progress, Māori learner success, curriculum development, wellbeing, and progress against the Annual Implementation Plan. It also incorporates the Statement of Variance, required compliance reporting, and financial statements.

Overall, the report reflects 2025 as a year of positive progress. Achievement improved at all NCEA levels, particularly at Levels 1 and 2, Māori achievement strengthened significantly at Levels 2 and 3, attendance showed improvement against the school's annual target, and substantial work was undertaken to prepare for implementation of the refreshed curriculum. The report also identifies ongoing priorities, including attendance, literacy and numeracy acceleration, University Entrance achievement, and further reduction of disparity.

The full report is available here: [Thames High School 2025 Annual Report](#)

2.2 Update on Strategic Intentions/Annual Implementation Plan

In accordance with the Board work plan, the next Board meeting (Term 3, Week 3) is scheduled to include a review of progress against the 2026 Annual Implementation Plan. This mid-year evaluation will provide an opportunity to consider progress to date, review available achievement and attendance information, identify emerging priorities, and determine whether any adjustments or additional actions are required for the remainder of the year.

Reference: [2026 Annual Implementation Plan](#)

3. Personnel

3.1 Staffing Update

Vacancies

- Board Administration Support (Casual)**

Applications for the Board Administration Support position closed on Thursday, 28 May 2026. A total of three applications were received, including one late submission. Interviews with both on-time applicants were conducted on Friday, 29 May 2026. Next steps are currently being finalized.

- Mathematics/Statistics LTR**

We are currently advertising for a Long Term Reliever (LTR) in Mathematics and Statistics, with applications closing on Tuesday, 9 June 2026. This position provides six months of paternity leave cover for Mubashara Akhtar, from 20 July 2026 to 27 January 2027.

3.2 Professional Learning and Development

Gareth Wright, Deputy Principal

Monday PL / Tuesday cycle

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

4. Finance and Property Management

4.1 Property and Finance Reports

The Property and Finance Committees both met on Tuesday 2 June 2026.

The Finance Report from the Business Manager is included in the board papers and will be reported back through the Finance Committee section of the agenda.

It is particularly important to note that the current projections indicate significant growth in the anticipated deficit, from the approved deficit budget of approximately \$24,000 to a projected deficit in the range of \$60,000–\$70,000.

This increase is due to a combination of unexpected and unbudgeted costs incurred during the year, including governance support costs, alongside broader cost increases across school operations. Fuel-related inflation and general increases in the cost of goods and services continue to place pressure on the school's operating budget. It is also likely that the full impact of these cost pressures has not yet been fully realised.

This reinforces the need for continued careful financial management and close monitoring by the Finance Committee and Board. It also highlights the importance of maintaining predictable funding streams wherever possible, including continued participation in the donations scheme.

The Property Committee also met and will report back under committee business. Key matters arising from the hui will be noted in the relevant committee report and any required recommendations brought to the Board for consideration.

4.2 Donations scheme

The 1 July roll return is essential for confirming the school's prospective staffing levels for 2027, operational funding, and property-related grants.

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

The Board needs to re-confirm whether Thames High School will remain in the donations scheme by opting in through the July roll return. This provides \$150 per student in additional operational funding. A motion will be included for the Board's consideration.

Recommendation to Continue in the Donations Scheme

It is recommended that the Board opts to remain in the Donations Scheme through the 1 July roll return submission.

Continuing in the scheme is strongly recommended for the following reasons:

1. **Additional operational funding:** Opting in guarantees an additional \$150 per student in operational funding, supporting the school's ability to provide teaching and learning resources, curriculum support, and wider student opportunities, including sport and other co-curricular activities.
2. **Financial stability and predictability:** The funding provides a stable and predictable income stream that assists with budgeting and planning in a challenging financial environment.
3. **Current fiscal position and economic conditions:** The Board is already aware of the school's current fiscal position and the need for careful financial management. In this context, moving away from a guaranteed funding stream would introduce a level of uncertainty that would be difficult to justify. Given current cost-of-living pressures on whānau, it would be unrealistic to assume that voluntary donations would provide a comparable or reliable alternative source of income.
4. **Alignment with past practice and community expectations:** Remaining in the scheme provides continuity with previous Board decisions and avoids disruption to an established funding approach. Any move away from the scheme would require careful consideration, as it may create uncertainty for whānau and is unlikely to result in a comparable level of voluntary contributions.

Recommendation

That the Board confirms Thames High School will continue to opt in to the Donations Scheme through the 1 July 2026 roll return.

5. Physical and Emotional Environment

5.1 Roll

1 June Roll Return

The 1 June Roll Return has been completed, with the official return date being Thursday 28 May 2026.

Overall, the 2026 headcount is very close to 2025, with a total headcount of 401 compared with 403 at the same point last year. The full-time equivalent roll is 396.2, compared with 399.0 in 2025. This indicates a broadly stable roll position, with only a small decrease from the previous year.

There are some shifts within year levels. Year 9 has decreased from 89 in 2025 to 75 in 2026, while Year 11 has increased from 87 to 97. Year 13 has also increased, from 56 to 63. Year 10 remains stable at 91, and Year 12 has reduced slightly from 80 to 75.

Looking across the longer trend, the total headcount remains above both 2024 and 2023 levels. The 2026 total of 401 compares with 399 in 2024 and 388 in 2023. Similarly, the FTE roll of 396.2 remains above the 2024 figure of 394.0 and the 2023 figure of 383.0, although slightly below the 2025 figure of 399.0.

The next Roll Return is 1 July. This is particularly important for statistical reporting, operational funding, and for providing staffing projections to the Ministry of Education.

"Headcounts" at 1 June 2026	RE () = 2025	AE () = 2025	FF () = 2025	STP* () = 2025	Total	Total 1 June 2025 comparison	Total 1 June 2024 comparison	Total 1 June 2023 comparison
Year 9	75 (89)				75	89	86	93
Year 10	89 (90)	2 (0)	0 (1)		91	91	88	83
Year 11	92 (78)	0 (0)	5 (9)		97	87	88	86
Year 12	51 (55)		7 (6)	17 (17)	75	80	79	74
Year 13	50 (51)		6 (2)	7 (3)	63	56	58	52
Total HC	357 (363)	2 (0)	18 (18)	24 (20)	401	403	399	388
FTE (full time equivalents)	357.0	2.0	18.0 (18.0)	19.2 (16.0)	396.2	399.0	394.0	383.0
FTE 1 June 2025	365.0	0.0	18.0	16.0		399.0		
FTE 1 June 2024	357.2	1.0	19.0	16.8			394.0	
FTE 1 June 2023	383.0	1.0	14.0	16.8				383.0

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

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

Records in KAMAR

(as of 4 June 2026)

Gender (Type)	Count	9	10	11	12	13
Female	229	46	41	60	49	33
Female (AE)	1	0	1	0	0	0
Female (FF)	14	0	0	3	7	4
Female (NA)	5	3	0	2	0	0
Female (RE)	208	43	40	54	42	29
Female (SA)	1	0	0	1	0	0
Male	188	36	52	43	27	30
Male (AE)	1	0	1	0	0	0
Male (FF)	4	0	0	2	0	2
Male (NA)	1	0	1	0	0	0
Male (RE)	176	34	50	38	26	28
Male (SA)	6	2	0	3	1	0
Total	417	82	93	103	76	63

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

Roll (RE, FF, AE) = **410** as at 4 June 2026.

FF = 18 (down 1 – returned to Japan), AE = 2 (Te Ara Whakamana, onsite alternative)

So regular (RE) roll = **390**

Compared with the 27 April 2026 KAMAR snapshot, the roll has increased slightly. At that point, the roll excluding satellite students was 406, including 387 regular roll students and 19 fee-paying students. The current snapshot therefore shows a net increase of 4 students overall, with the regular roll increasing by 3.

Comparison

Records in KAMAR (as of 27 April 2026)

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

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

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

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

Compared with the 21 May 2025 snapshot, where the regular roll was 386, the current regular roll of 390 is slightly higher. This indicates a broadly stable roll position, with a small increase in the core school roll from the same period last year.

Records in KAMAR (as of 21 May 2025)

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

RE = **386**

The main area of roll weakness continues to be Year 9. While the 4 June 2026 KAMAR snapshot shows Year 9 sitting below the same point in 2025, there has been some positive recent movement.

Between 22 April and 3 June, five new Year 9 students enrolled and no Year 9 students left. These new enrolments include one student new to New Zealand requiring ESOL support, one from homeschooling, two who relocated from other schools, and one previously unenrolled student.

Across the same period, there were 12 new enrolments and 6 leavers overall, giving a net gain of 6 students. The strongest recent intake has been in Years 9 and 10, while the leavers have mainly been in the senior school. Year 12 had two leavers, including one student who left for employment having achieved NCEA Level 2, and Year 13 had one student recorded as leaving who had never attended.

Overall, the recent movement is encouraging, particularly in Year 9, but the Year 9 cohort remains the key area to monitor as we move towards the 1 July Roll Return and future staffing projections.

5.3 Summary of Leavers and Enrolments

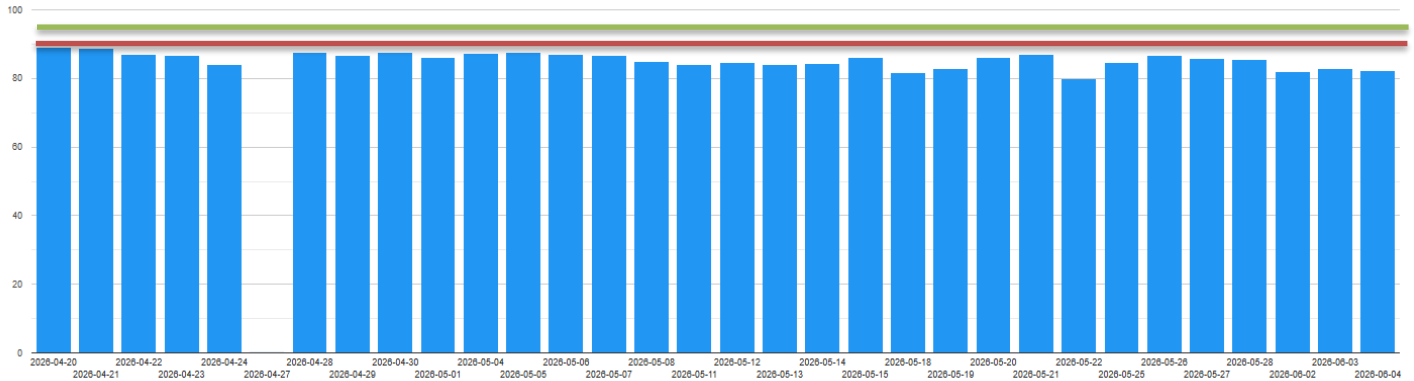
Summary of Leavers and New Students 22/4/2026 – 3/6/2026

Year	New	Left	Notes
9	5 (3F, 2M)	0	1 new to country (ESOL) 1 from homeschool 2 from another school (relocated) 1 previously unenrolled
10	4 (1F, 3M)	2 (1F, 1M)	1 from overseas (NZ cit) 1 from HPC 2 from another school (1 relocated)
11	3 2F, 1 M	1 (1M)	1 from Te Kura (ex THS) 1 from another school 1 previously unenrolled (relocated)
12	0	2 (1F, 1M)	1 Left for employment having NCEA level 2 1 left (unknown destination, hopefully employment)
13	0	1	Never attended
TOTAL	12	6	

5.4 Attendance

Term 2 Attendance (as of 3 June 2026)

Average daily attendance:

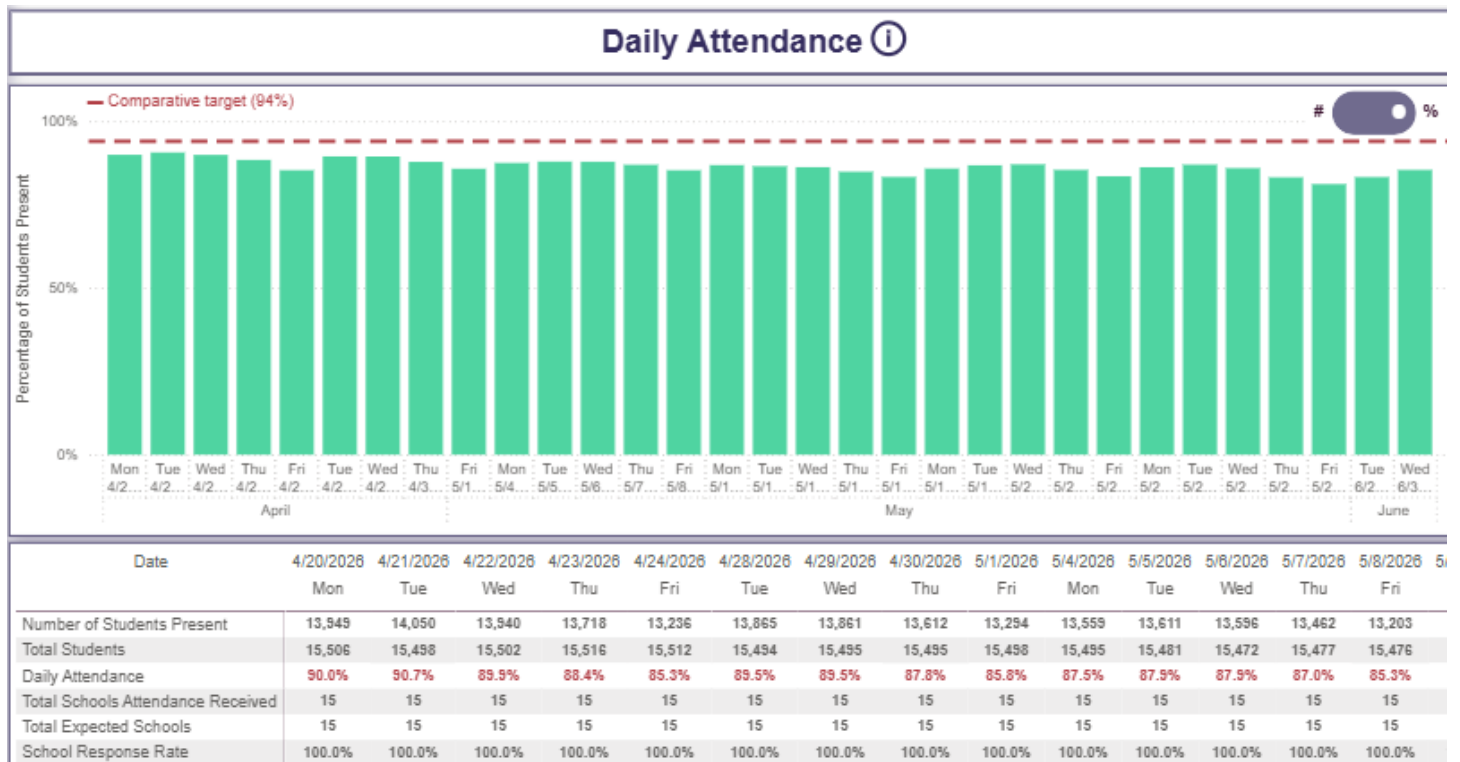


Key: — = 94% daily target to meet the 80% target of attending regularly (91%+) —

For the Waikato, coeducational secondary schools (no EQI filter available this time)

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

The charts show daily half-day attendance from Monday 20 April to the 3 June, comparing Thames High School with the Waikato average for secondary schools in our EQI range.



Overall, Thames High School's daily attendance pattern is broadly consistent with the Waikato comparison group.

Attendance has generally sat in the mid-to-high 80% range, with some variation from day to day. There are several days where Thames High School appears to sit close to, or slightly above, the regional comparison, although both charts show attendance remaining below the comparative target of 94%.

The pattern also shows the usual day-to-day fluctuation, including lower attendance on some Fridays and following weekends or interruptions. While there is not a major divergence from similar schools, the data reinforces that regular attendance remains an ongoing priority.

The key message is that Thames High School is tracking broadly in line with comparable Waikato secondary schools, but still below the aspirational attendance target. Continued monitoring, early follow-up of emerging attendance concerns, and targeted support for students with declining attendance remain important.

Weekly attendance by year level:

(Week 7 underway, so may be skewed)

Week of term	Week of Year	Year 9	Year 10	Year 11	Year 12	Year 13
1	10	84.4	86.4	90.1	86.9	86.8
2	11	85.3	85.9	86.5	92.8	83.2
3	12	84.5	88	86.7	91.7	81.3
4	13	83.7	88.9	83	88.5	77.9
5	14	81.2	89.9	82.3	85.7	76.3
6	15	87	84.8	83.2	89.1	84.9
7	16	80.1	81.9	85.9	84.4	77.4

Weekly attendance by year level shows some variation across the term, with Week 7 still underway and therefore likely to be skewed.

Year 10 has been the strongest and most consistent cohort overall, sitting mostly in the mid-to-high 80% range, although it has dipped in Week 7 to date. Year 12 has also tracked comparatively well, particularly in Weeks 2 and 3 where attendance was above 90%, before easing back later in the term.

Year 9 attendance remains an area to monitor, with most weeks sitting in the low-to-mid 80% range and Week 7 currently tracking lower. This aligns with the broader concern that Year 9 is a key area of vulnerability in both roll and attendance.

Year 13 attendance has been the weakest overall, dropping into the high 70% range in Weeks 4, 5, and the current Week 7 snapshot. This may reflect senior student patterns, including study, work, and assessment pressures, but it remains important to monitor closely.

Overall, the pattern reinforces that attendance remains below the preferred level across all year groups.

Term to date (attendance ranges)

Attendance range data shows that Term 2 to date is broadly similar to Term 1, with a slight improvement at both ends of the attendance profile.

The proportion of students attending at 90–100% has increased slightly from 53.3% in Term 1 to 53.8% in Term 2. The 80–90% range has reduced from 24.6% to 19.9%, while the 70–80% range remains almost unchanged. **However, the proportion of students in the 0–70% range has increased from 11.4% to 15.6%, which is a concern.**

Term One Average – MoE attendance ranges

TERM	Week of year	90-100%	80-90%	70-80%	0-70%
		Regular attendance	Irregular absence	Moderate absence	Chronic absence
1	T1	53.3% - 225/422	24.6% - 104/422	10.7% - 45/422	11.4% - 48/422

Weekly average – MoE attendance ranges

TERM	Week of year	90-100%	80-90%	70-80%	0-70%
		Regular attendance	Irregular absence	Moderate absence	Chronic absence
1	10	69% - 281/407	5.7% - 23/407	10.1% - 41/407	15.2% - 62/407
2	11	66.9% - 273/408	4.7% - 19/408	15.2% - 62/408	13.2% - 54/408
3	12	62% - 253/408	6.1% - 25/408	15.4% - 63/408	16.4% - 67/408
4	13	61.5% - 252/410	4.4% - 18/410	13.9% - 57/410	20.2% - 83/410
5	14	52.6% - 215/409	9.3% - 38/409	17.6% - 72/409	20.5% - 84/409
6	15	62.7% - 256/408	7.6% - 31/408	15.7% - 64/408	14% - 57/408
7	16	63.8% - 261/409	5.9% - 24/409	0% - 0/409	30.3% - 124/409

The Term 1 average provides a useful baseline for interpreting the weekly attendance range data. In Term 1, 53.3% of students attended at 90–100%, while 24.6% were in the 80–90% range, 10.7% were in the 70–80% range, and 11.4% were in the 0–70% range.

As Week 7 is still underway and appears skewed, the weighted average below uses Weeks 1–6 only.

Attendance range	Term 1 average	Term 2 Weeks 1–6 weighted average
90–100%	53.3%	62.4%
80–90%	24.6%	6.3%
70–80%	10.7%	14.7%
0–70%	11.4%	16.6%

The weekly Term 2 data shows that the term began more strongly than the Term 1 average, with Weeks 1 and 2 recording approximately two-thirds of students in the 90–100% attendance range. Across Weeks 1–6, the weighted average for students attending at 90–100% is 62.4%, which is notably higher than the Term 1 average of 53.3%.

However, the data also shows a more polarised attendance pattern. While a higher proportion of students are attending very regularly, the proportion of students in the 0–70% range has also increased, from 11.4% in Term 1 to 16.6% across Weeks 1–6 of Term 2. This remains the key concern, as attendance below 70% has a significant impact on learning continuity, engagement, and achievement.

The middle attendance bands are also different from the Term 1 average. The 80–90% range is much lower across Weeks 1–6, while the 70–80% range is slightly higher. This suggests that some students may have shifted into the highest attendance range, while others have moved into more concerning attendance patterns.

Overall, the Term 2 weekly data to date shows improvement in the proportion of students attending at 90% or above, but also reinforces the need for targeted follow-up for students in the 0–70% range.

The priority remains sustaining strong regular attendance while reducing the number of students whose attendance is becoming significantly concerning.

5.5 Stand-downs and Suspensions

- There have been ??? stand downs and **one** suspension in the period 22 May to 4 June 2026.
- Board members may refer to the [stand down and suspension](#) or a breakdown of reasons and taiohi / students (year level, gender, and ethnicity).

	In this period	Year to date (4 June)	Last update (28 April)	Total as of June 2025	Total as of May 2025	2025 total	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	6	11	5	9	9	11	26	38	46	52	29
Suspensions	1	2	1	2	2	3	4	7	2	7	9
Exclusions / expulsions	0	0	0	0	0	2	0	0	0	1	2

Given the timing of the report, and the nature the incidents this year, it is also important to view stand-downs and suspensions within a wider context. Schools are increasingly seeing the impact of complex pressures affecting some young people and whānau. These pressures may include wellbeing, social media conflict, peer dynamics, attendance patterns, family stress, and reduced capacity to self-regulate or resolve conflict safely. While this context helps inform the support and interventions we provide, it does not lessen our expectations around safety, conduct, and accountability. Serious violence cannot be excused or minimised, and when it occurs, the school must act clearly to protect safety, uphold community expectations, and reinforce that violence has no place at Thames High School.

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

Ngā Manaakitanga

A handwritten signature in blue ink, appearing to read 'M. Hart'.

Michael Hart

Tumuaki/Principal