

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

4 August 2026

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0. Introduction

This report reflects a school continuing to make positive progress while managing a substantial programme of educational, organisational and governance work.

Senior achievement and credit accumulation have strengthened across all three NCEA year levels. Literacy and numeracy results also show progress, particularly at Year 11, while attendance, engagement, qualification completion and equitable outcomes for Māori remain key priorities.

The 2026 Annual Implementation Plan mid-year review confirms that more coherent systems are in place for monitoring achievement, attendance, behaviour, wellbeing and learner support. The focus for the remainder of the year is increasingly on evaluating the impact and consistency of this work.

Preparation for the Term 4 ERO hauhake review remains a significant priority. ERO has acknowledged positive movement in attendance, stand-downs and suspensions, Years 9–10 achievement, NCEA outcomes and Māori achievement, while identifying areas requiring continued attention.

The Board must also begin developing the school's ****2027–2029 Strategic Plan****. An updated planning proposal is attached, providing a staged process for evidence review, engagement with mana whenua and the wider school community, Board analysis and consultation, strategic planning and alignment with the 2027 Annual Implementation Plan.

Alongside this work, the school is progressing the Cultural Improvement Plan, working with the Limited Statutory Manager and responding to associated Official Information Act requests.

The report also records positive developments, including Matariki celebrations, an 18-month extension of Active As funding, strengthened Ngāti Maru partnerships, local re-engagement pathways and additional curriculum-advisory support.

Overall, the school is showing positive progress. The next phase is to sustain that progress, develop a clear strategic direction for 2027–2029, address areas where outcomes or practice remain variable, and demonstrate the impact of the actions being taken.

Celebrations and Positive Developments

Alongside the substantial improvement, review and governance work underway, there have been several positive developments to acknowledge.

- **Matariki celebrations:** The school's Matariki celebrations Friday 26 June 2026 brought together students, staff, whānau and community partners and reflected a strong collaborative effort across the school. The planning involved a wide range of people and organisations and provided meaningful opportunities to celebrate mātauranga Māori, identity, relationships and the contribution of mana whenua. The involvement of student leaders, especially our Manukura Māori, and the wider school community helped make this an important expression of the school's values and partnership commitments.
- **Active As funding extended:** Thames High School has been selected to continue in the Active As programme from January 2027 to June 2028, with funding of **\$97,500 over the 18-month period**. With fewer schools funded in the next phase, this is a significant acknowledgement of the programme's impact, quality, sustainability, equity and reach. Credit is due to Tess Watts for her leadership and energy, and to the staff, students and Sport Waikato partners who have supported the rangatahi-led approach.
 - **National interest in the Active As work:** Sport NZ is preparing a story about Thames High School's Active As journey. This provides an opportunity to highlight the ways student voice and inclusive approaches to physical activity are creating meaningful opportunities for taiohi.
 - **Continuing professional partnership with Sport Waikato:** Staff and student leaders have been invited to contribute to the "Leading the Change" workshop, recognising the school's developing experience and providing further opportunities to learn alongside other schools.
- **Curriculum Advisory Service support:** We have accepted a Ministry offer for working with Curriculum Advisor Aotea Empson. This provides additional capacity to support curriculum implementation and strengthen the school's preparation for ongoing national curriculum changes.
- **Positive external recognition from ERO:** ERO's July update acknowledged improved attendance, significantly reduced stand-down and suspension numbers, improved Year 9–10 achievement, stronger NCEA outcomes at Levels 1 and 2, and improving Māori achievement.
- **Strengthened iwi and community-supported pathways:** Whakatupu Tetekura continues to provide substantive in-school support for Ngāti Maru taiohi, while the Whakapiki Mauri MoU establishes a significant partnership pathway for re-engaging eligible NEN students.
- **Development of local re-engagement provision:** Te Ara Whakamana is creating a more local, connected and flexible pathway for students requiring intensive re-engagement support.

These developments reflect the commitment of staff, students, whānau, iwi and community partners and provide a strong foundation for the next phase of the school's improvement work.

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress – NCEA

Summary of NCEA current position

- Senior credit accumulation is ahead of the comparable July 2025 position.
- Year 11 literacy improved substantially following the CAA results.
- Year 11 numeracy remains a key priority.
- Year 12 is showing particularly strong movement towards Level 2 completion.
- Year 13 students need continued support to progress from middle credit ranges towards completion and UE pathways.
- Māori students have made positive movement, but inequities remain in the higher credit ranges.

Summary of NCEA progress to date by year level (28 July 2026)

- Earned in the **current year**.
- In the next column, the previous update (3 June 2026)
- Comparison figures from July 2025 (22 July 2025) and 24 June 2025 (shaded)

	Year 11 /Level 1			Year 12/ Level 2			Year 13/ Level 3			Year 11 /Level 1		Year 12/ Level 2		Year 13/ Level 3	
	28 Jul 2026	3 June	27 Apr	28 Jul 2026	3 June	27 Apr	28 Jul 2026	3 June	27 Apr	22 July 2025	24 June 2025	22 July 2025	24 June 2025	22 July 2025	24 June 2025
Average credits achieved this year	22.1	12.8	5.3	32.1	21.4	10.2	24.1	15.4	6.8	21.4	17.4	24.3	24.3	17.1	14.1
Average credits attempted	33.3	15.7	6.2	38.1	25.1	11.3	27.6	17.8	7.3	26.8	21.8	27.3	27.3	19.9	16.7
Number of students*	92	92	92	69	68	70	55	57	58	77	77	73	73	52	53
Number who have achieved L1 Literacy	66**	44	44	67	64	65	53	55	56	46	37	63	63	51	51
Number who have achieved L1 Numeracy	49	43	43	64	62	63	53	55	56	44	35	67	67	51	51
Number who have achieved UE Literacy	N/A	N/A	N/A	1	1	1	29	29	29	N/A	N/A	0	0	22	22
Number who have achieved NCEA	2	0	0	4	1	1	5	3	2	0	0	3	3	3	0
Number who have achieved previous NCEA level	N/A	N/A	N/A	NCEA Level 1: 62	NCEA Level 1: 62	NCEA Level 1: 62	NCEA Level 2: 53#	NCEA Level 2: 55	NCEA Level 2: 55	N/A	N/A	NCEA Level 1: 57	NCEA Level 1: 57	NCEA Level 2: 45	NCEA Level 1: 44

* Currently enrolled resident (RE) students, excluding International (FF), Non-attending (NA) Alternative Education (AE) students.

Two (2) Year 13 students that had achieved L2 have left

** CAA results in

- Literacy Boost for Year 11, some shift Year 12, not Year 13
- Numeracy – Some shift for Year 11, small shift Year 12, Not Year 13

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

Commentary

As at 28 July 2026, average credits achieved and attempted have increased across all three senior year levels since the 3 June update. The data shows positive progress overall, with Years 11, 12 and 13 all tracking ahead of the July 2025 comparison point for average credits achieved and attempted. Year 11 has had a significant lift in literacy following the CAA results, while numeracy remains a focus. Year 12 and Year 13 are tracking well, with continued attention needed to support qualification completion and, where relevant, University Entrance.

• Year 11 / Level 1

- Average credits achieved have increased from **12.8 to 22.1** since 3 June.
- This is slightly ahead of the **22 July 2025** comparison point of **21.4**.
- Average credits attempted have also increased significantly, from **15.7 to 33.3**, which is ahead of 2025.
- There has been a strong lift in **L1 Literacy**, from **44 to 66 students**, largely reflecting the inclusion of CAA results.
- **L1 Numeracy** has also increased, from **43 to 49 students**, although this needs to remain an area for continued focus.
- **Two students have now achieved NCEA Level 1**, compared with none at the previous checkpoints (both are involved in accelerated learning programmes).

• Year 12 / Level 2

- Average credits achieved have increased from **21.4 to 32.1** since 3 June.
- This is well ahead of the 22 July 2025 comparison point: **24.3**.
- Average credits attempted have increased from **25.1 to 38.1**, also ahead of the 2025 comparison
- **Four students have now achieved NCEA Level 2**, up from **one** at the previous update.
- Literacy and numeracy remain strong overall, with **67 students having achieved L1 Literacy** and **64 having achieved L1 Numeracy**. The focus on the 2 and 3 students respectively who need to gain Literacy and Numeracy.

• Year 13 / Level 3

- Average credits achieved have increased from **15.4 to 24.1** since 3 June.
- This is ahead of 22 July 2025 comparison point, **17.1**
- Average credits attempted have increased from **17.8 to 27.6**, also ahead of the 2025 comparison.
- **Five students have now achieved NCEA Level 3**, up from **three** at the previous update.
- **UE Literacy remains unchanged at 29 students**, so this continues to be an important indicator to monitor for Year 13 pathway planning.
- The number of students who had previously achieved Level 2 has reduced from **55 to 53**, reflecting two students leaving.

International students

Of the current **21 international students**, **13 are attempting NCEA**. Their progress is monitored separately by the International Programme Manager, but credit data provide useful comparison with resident students.

- Overall, international students attempting NCEA have achieved an average of **22.4 credits**, compared with **27.7 credits** for resident students. This means international students are currently achieving at approximately **81%** of the resident-student average.
- International students have attempted an average of **30.7 credits**, compared with **35.7 credits** for resident students, or approximately **86%** of the resident-student average.
- At **Year 11**, international students are tracking close to resident students, with **22.2 credits achieved** compared with **24.0** for resident students.
- At **Year 12**, international students have achieved **30.0 credits**, compared with **35.0** for resident students. They have attempted more credits on average than resident students (**48.0 compared with 40.9**), but their conversion rate is lower.
- At **Year 13**, international students have achieved **18.0 credits**, compared with **24.6** for resident students. They have also attempted fewer credits on average (**20.2 compared with 28.3**), although their achievement rate for attempted credits is relatively strong.
- Overall, international students attempting NCEA are making positive progress, particularly at Years 11 and 12. The main areas to monitor are the lower conversion rate at Year 12 and the lower volume of credits attempted and achieved at Year 13.

Summary of NCEA progress Credits, by year level / Gender – ranges (28 July 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 **3 June** update, the 28 July credit-range data show clear positive movement across all three senior year levels. Fewer students are in the lowest credit ranges, and more students have moved into the middle and higher ranges. The main ongoing focus is to keep moving students towards qualification completion, using attendance, engagement, literacy and numeracy status, and subject-level tracking to identify priority taura for timely follow-up.

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	2	1	5	9	8	8	13	7					53
M	2	3	5	4	6	5	10	1	1	2			39
Total @ 28 July	4	4	10	13	14	13	23	8	1	2			92
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 @ 22 July 2025	2	3	10	12	23	20	4	3					77
Total @ 24 June 2025	1	5	17	19	20	10	4	1					77

- Year 11 / Level 1:** The number of students with fewer than 20 credits has reduced from **34 to 18**. There has been a clear shift into the **50–69 credit range**, with **31 students** now in this band, compared with **7** on 3 June. Two students have now reached the **80–89 credit range**. Compared with July 2025, the 2026 cohort has more students in the 50+ credit ranges, although the cohort size is larger.

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	2	3	5	4	19	6	3					43
M				4	10	9	2					1	26
Total @ 28 July	1	2	3	9	14	28	8	3				1	69
Total @ 3 June	1	4	10	27	22	1	2		1				68
Total @ 27 Apr	1	20	30	15	2	1				1			70
Total @ 22 July 2025	1	3	6	12	25	18	3	2	1			1	72
Total @ 24 June 2025	1	4	8	25	22	10		2				1	73

- **Year 12 / Level 2:** The movement since 3 June is strong. Students with fewer than 20 Level 2 credits have reduced from **15 to 6**, while the largest group is now in the **40–49 credit range**, with **28 students**. There are now **12 students with 50 or more Level 2 credits**, compared with **3** on 3 June. This suggests a positive shift towards qualification completion as the year progresses.

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	1	4	5	6	8	3	1					29
M		1	2	10	7	2		1	1	1		1	26
Total @ 28 July	1	2	6	15	13	10	3	2	1	1		1	55
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 @ 22 July 2025	2	3	10	17	14	1	2	2		1			52
Total @ 24 June 2025	4	5	9	21	8	2	1	2		1			53

- **Year 13 / Level 3:** There has also been steady movement since 3 June. Students with fewer than 20 Level 3 credits have reduced from **22 to 9**, and more students are now in the **30–59 credit ranges**. There are **5 students at 60 credits or above**, which is like the 3 June position, but the wider distribution shows more students moving into the mid-ranges needed for later completion.
- Across gender, the distribution is broadly balanced overall.
 - At Year 11, both female and male students have shifted into the 50+ credit ranges, with slightly stronger movement among female students into the 50–69 range.
 - At Year 12, both female and male students are concentrated in the 30–49 credit ranges, with several female students now above 50 credits.
 - At Year 13, female students are more represented in the 40–59 range, while male students are spread across the 20–39 range with a small number in the highest ranges.
- **For international students** attempting NCEA, the numbers are small and should be interpreted cautiously. At Year 11, five international students are spread across the 0–49 credit ranges. At Year 12, three international students are already in the 70–89 Level 2 credit range. At Year 13, five international students are in the 20–49 Level 3 credit ranges.

Ethnicity snapshot – credit ranges (28 July 2026)

Comparison of 3 June and 28 July 2026

The following tables show total credits gained towards each NCEA level, not only credits earned in 2026. The July figure is shown first in each cell, with the 3 June figure shown in brackets.

Year 11 / Level 1 – credit ranges by ethnicity

28 July figure shown first; 3 June figure in brackets.

Ethnicity	0	1–9	10–19	20–29	30–39	40–49	50–59	60–69	70–79	80–89	Total
Asian	0 (0)	0 (2)	0 (0)	2 (0)	0 (1)	0 (2)	2 (1)	2 (1)	0 (0)	1 (0)	7 (7)
European	1 (1)	1 (3)	4 (4)	2 (10)	8 (4)	5 (13)	12 (4)	5 (0)	1 (1)	1 (0)	40 (40)
Māori	3 (4)	3 (8)	5 (10)	8 (3)	5 (4)	6 (9)	8 (1)	1 (0)	0 (0)	0 (0)	39 (39)
Pasifika	0 (0)	0 (0)	1 (2)	1 (0)	1 (2)	2 (2)	1 (0)	0 (0)	0 (0)	0 (0)	6 (6)
Total	4 (5)	4 (13)	10 (16)	13 (13)	14 (11)	13 (26)	23 (6)	8 (1)	1 (1)	2 (0)	92 (92)

Year 11 commentary

- Year 11 shows positive movement overall, with fewer students in the lowest ranges and more students moving into the **50+ credit ranges**.
- Māori students have moved strongly out of the **0–19 credit ranges**, reducing from **22 students to 11 students**.
- Māori students are now more concentrated in the **20–59 credit ranges**, with **27 of 39 Māori students** in these bands.
- European students also show strong movement into the **50–69 credit ranges**, with **17 students** now in these bands.
- The main ongoing focus remains moving students from the lower and middle ranges towards Level 1 completion, alongside monitoring literacy and numeracy.

Year 12 / Level 2 – credit ranges by ethnicity

28 July figure shown first; 3 June figure in brackets.

Ethnicity	0	1–9	10–19	20–29	30–39	40–49	50–59	60–69	>100	Total
Asian	0 (0)	1 (1)	0 (1)	2 (2)	1 (6)	5 (0)	1 (1)	1 (0)	0 (0)	11 (11)
European	0 (0)	0 (1)	1 (5)	4 (14)	7 (9)	13 (1)	4 (1)	2 (0)	1 (1)	32 (32)
Māori	1 (1)	1 (2)	2 (3)	2 (8)	6 (7)	7 (0)	3 (0)	0 (0)	0 (0)	22 (21)
Other	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Pasifika	0 (0)	0 (0)	0 (1)	1 (2)	0 (0)	2 (0)	0 (0)	0 (0)	0 (0)	3 (3)
Total	1 (1)	2 (4)	3 (10)	9 (27)	14 (22)	28 (1)	8 (2)	3 (0)	1 (1)	69 (68)

Commentary

- Year 12 shows the strongest movement across the ethnicity tables, with a clear shift from the **20–39 credit ranges** into the **40+ ranges**.
- Māori students have moved positively, with **10 of 22 Māori students** now in the **40–59 credit ranges**, compared with none at 3 June.
- European students have also shifted strongly, with **20 of 32 students** now at **40 credits or above**.
- The number of students below 20 credits has reduced across the cohort, from **15 students to 6 students**.
- This suggests improving progress towards Level 2 completion, while still identifying individual students below 20 credits for follow-up.

Year 13 / Level 3 – credit ranges by ethnicity

28 July figure shown first; 3 June figure in brackets.

Ethnicity	0	1–9	10–19	20–29	30–39	40–49	50–59	60–69	70–79	80–89	>100	Total
Asian	0 (0)	0 (2)	2 (1)	1 (2)	2 (1)	1 (0)	0 (0)	0 (0)	1 (1)	0 (0)	0 (0)	7 (7)
European	0 (0)	1 (3)	2 (0)	3 (9)	5 (6)	6 (1)	0 (0)	2 (0)	0 (0)	1 (1)	1 (1)	21 (21)
Māori	1 (2)	1 (2)	2 (9)	8 (6)	6 (4)	3 (0)	2 (2)	0 (0)	0 (0)	0 (0)	0 (0)	23 (25)
MELAA	0 (0)	0 (0)	0 (1)	1 (0)	0 (0)	0 (1)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2)
Other	0 (0)	0 (0)	0 (1)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Pasifika	0 (0)	0 (0)	0 (1)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Total	1 (2)	2 (7)	6 (13)	15 (17)	13 (11)	10 (2)	3 (2)	2 (0)	1 (1)	1 (1)	1 (1)	55 (57)

Commentary

- Year 13 shows positive movement from the lowest ranges into the middle credit ranges.
- Māori students below 20 credits have reduced from **13 to 4**, which is a significant improvement.
- Māori students are now mainly clustered in the **20–39 credit ranges**, with some movement into the **40–59 range**.
- European students have also moved strongly into the **40+ credit ranges**, with **10 of 21 students** now at 40 credits or above.
- The overall Year 13 cohort has reduced from **57 to 55**, so changes should be interpreted alongside student leaver information.

Year 11 / Level 1

Group	Total students	Below 20 credits	20–39 credits	40+ credits
Māori	39	11 (28%)	13 (33%)	15 (38%)
Non-Māori	53	10 (19%)	14 (26%)	29 (55%)
Total	92	21 (23%)	27 (29%)	44 (48%)

Year 12 / Level 2

Group	Total students	Below 20 credits	20–39 credits	40+ credits
Māori	22	4 (18%)	8 (36%)	10 (45%)
Non-Māori	47	2 (4%)	15 (32%)	30 (64%)
Total	69	6 (9%)	23 (33%)	40 (58%)

Year 13 / Level 3

Group	Total students	Below 20 credits	20–39 credits	40+ credits
Māori	23	4 (17%)	14 (61%)	5 (22%)
Non-Māori	32	5 (16%)	14 (44%)	13 (41%)
Total	55	9 (16%)	28 (51%)	18 (33%)

Commentary

- This comparison provides a useful equity lens on where Māori and non-Māori students are positioned within the broad credit ranges at the 28 July checkpoint.
- At **Year 11**, a higher proportion of Māori students are in the **below 20 credits** range (**28%**, compared with **19%** of non-Māori students). Māori students are also less represented in the **40+ credits** range (**38%**, compared with **55%** of non-Māori students). This points to an opportunity for continued early follow-up, particularly around attendance, assessment completion, literacy and numeracy, and subject-level progress.
- At **Year 12**, both Māori and non-Māori students are making progress towards Level 2, with **45% of Māori students** and **64% of non-Māori students** in the **40+ credits** range. The smaller number of Māori students below 20 credits is encouraging, while still identifying a group who may benefit from targeted mentoring, attendance support, and whānau engagement.
- At **Year 13**, Māori and non-Māori students are represented at very similar proportions in the **below 20 credits** range, at **17%** and **16%** respectively. The main difference is that Māori students are more concentrated in the **20–39 credits** range, while non-Māori students are more represented in the **40+ credits** range. This gives a clear focus for support: helping students move from the middle ranges towards the credit totals needed for Level 3 completion and, where relevant, pathway requirements such as University Entrance.
- Overall, the table helps identify where support can be most usefully directed. The focus is not simply on difference, but on using the information early and constructively to strengthen attendance plans, mentoring, subject follow-up, assessment completion, literacy and numeracy support, and whānau communication where needed.

Attendance & Engagement Lens – Success Rate Perspective

- This table shows **achievement success rates** — credits achieved compared with credits attempted — by attendance band. It does not show total credits accumulated.
- Since the **3 June** update, the distribution has become more spread across the success-rate ranges. This is expected as more assessments are attempted and reported through the year.

	RANGE Achievement Rate % THIS YEAR													
Attendance - Percentage (Half-Days) - RANGE	0	1- 9	10 - 19	20 - 29	30 - 39	40 - 49	50 - 59	60 - 69	70 - 79	80 - 89	90 - 99	100	No credits attempted	Grand Total
0													1	1
1-19												1	1	2
20-39	1	1			1				1			1		5
40-59					1		1	1	1	1		1	1	7
60-69				2	4		2		2	1				11
70-79	2				3	2	3	2	2	5	1	7	1	28
80-84	1			1	1	2	3	2	1	1	1	7		20
85-89		2		1	1	1	3	3	4	5	5	12		37
90-94			1	1	1	1	3	3	4	7	1	29		51
95-100				2		2	2	1	7	6	2	32		54
Grand Total	4	3	1	7	12	8	17	12	22	26	10	90	4	216

Commentary

- The number of students with a **100% achievement success rate** has reduced from **119 to 90**. This is not necessarily negative; it likely reflects more students now having attempted a wider range of assessments, making the success-rate picture more settled and realistic than it was in early June.
- Attendance continues to be an important indicator. Students with attendance of **90% or above** remain strongly represented in the higher achievement-success ranges, with **61 students** in these attendance bands still recording a **100% success rate**.
- The **70–89% attendance bands** show a more mixed picture. Some students are converting assessment opportunities well, while others are spread across lower success-rate bands. This reinforces the need to consider attendance, engagement, assessment completion, and subject-level progress together.
- Very low attendance bands remain a clear priority for follow-up. Where students have low attendance, low success rates, or no credits attempted, attendance plans, mentoring, whānau contact, and additional subject support should be considered where appropriate.
- Overall, the July data provides a more mature picture of assessment engagement than the June snapshot. It supports continued early identification of priority tauira, with a focus on improving attendance, increasing assessment participation, and supporting students to convert attempted credits into achieved credits.

1.2 Literacy and Numeracy Corequisites

The literacy and numeracy corequisites are of vast importance for the gaining of qualifications. As indicated above the CAA results from May have been included in the statistics above.

Literacy and Numeracy Summary – Years 9–13

Current students only, RE and FF combined

Percentages for Years 10–13 are calculated as a proportion of the year-level total.

Year Level	No LIT / No NUM	No LIT / Yes NUM	No LIT Total	Yes LIT / No NUM	Yes LIT / Yes NUM	Yes LIT Total	Yes NUM Total	Grand Total
9	73	4	77	0	0	0	4	77
10	47 (52%)	18 (20%)	65 (71%)	6 (7%)	20 (22%)	26 (29%)	38 (42%)	91
11	24 (24%)	8 (8%)	32 (33%)	22 (22%)	44 (45%)	66 (67%)	52 (53%)	98
12	8 (10%)	1 (1%)	9 (12%)	3 (4%)	65 (84%)	68 (88%)	66 (86%)	77
13	2 (3%)	2 (3%)	4 (7%)	0 (0%)	56 (93%)	56 (93%)	58 (97%)	60
Grand Total	154	33	187	31	185	216	218	403

Key totals

- **216 of 403 students** have achieved **Level 1 Literacy**.
- **218 of 403 students** have achieved **Level 1 Numeracy**.
- **185 of 403 students** have achieved **both Literacy and Numeracy**.
- **154 of 403 students** have not yet achieved either Literacy or Numeracy.

Commentary

- Note Year 9 - most students have not yet had the same opportunity to complete Literacy and Numeracy requirements (represents accelerated students)
- For **Years 10–13**, the table provides a clearer view of progress towards the NCEA Literacy and Numeracy requirements:
 - **Year 10: 29%** have achieved Literacy, **42%** have achieved Numeracy, and **22%** have achieved both.
 - **Year 11: 67%** have achieved Literacy, **53%** have achieved Numeracy, and **45%** have achieved both.
 - **Year 12: 88%** have achieved Literacy, **86%** have achieved Numeracy, and **84%** have achieved both.
 - **Year 13: 93%** have achieved Literacy, **97%** have achieved Numeracy, and **93%** have achieved both.

- The Year 11 data shows the importance of continued focus on Numeracy, with **52 of 98 students** having achieved Numeracy compared with **66 of 98** having achieved Literacy. Supporting the remaining students to achieve Numeracy will be important for Level 1 qualification completion.
- Year 12 and Year 13 completion rates are strong overall. The focus for these year levels is on the smaller number of students who still need Literacy and/or Numeracy for qualification completion, University Entrance pathways, or other future pathways.
- The FF cohort is small and should be interpreted carefully. International students' Literacy and Numeracy progress should continue to be monitored individually, particularly for those attempting NCEA and where Literacy and Numeracy are required for qualification completion.
- Overall, the data provides a useful basis for identifying priority taurira for targeted Literacy and Numeracy support. This should be considered alongside attendance, engagement, assessment completion, subject progress, mentoring information, and whānau communication where appropriate.

Comparison with May 2025 position

- **Year 10:** Compared with May 2025, Literacy is similar but slightly lower in 2026, at **29%** compared with **31%**. Numeracy is stronger in 2026, at **42%** compared with **30%**, and the proportion who have achieved both has also increased from **19% to 22%**.
- **Year 11:** Year 11 is tracking ahead of the May 2025 position. Literacy has increased from **51% to 67%**, Numeracy from **48% to 53%**, and the proportion who have achieved both Literacy and Numeracy from **40% to 45%**.
- **Year 12:** Year 12 Literacy is stronger than May 2025, at **88%** compared with **81%**. Numeracy is lower, at **86%** compared with **92%**, while the proportion who have achieved both has increased from **78% to 84%**.
- **Year 13:** Year 13 remains very strong overall and broadly similar to May 2025. Literacy is **93%**, compared with **96%** in 2025; Numeracy is **97%**, compared with **98%**; and both Literacy and Numeracy is **93%**, compared with **96%**.
- Overall, the 2026 position compares favourably with May 2025, particularly at **Year 11** and in **Year 10 Numeracy**. The main areas to keep monitoring are **Year 10 Literacy, Year 11 Numeracy**, and the small number of senior students still requiring Literacy and/or Numeracy for qualification completion.

Literacy co-requisite – CAA pathway

Current students, Years 9–13, RE and FF combined

Year Level	No LIT	No LIT Total	Yes LIT / Not via CAA	Yes LIT / Via CAA	Yes LIT Total	Grand Total
9	77	77	0	0	0	77
10	65	65	0	26	26	91
11	32	32	9	57	66	98
12	9	9	19	49	68	77
13	4	4	15	41	56	60
Grand Total	187	187	43	173	216	403

Numeracy co-requisite – CAA pathway

Current students, Years 9–13, RE and FF combined

Year Level	No NUM	No NUM Total	Yes NUM / Not via CAA	Yes NUM / Via CAA	Yes NUM Total	Grand Total
9	73	73	0	4	4	77
10	53	53	0	38	38	91
11	46	46	2	50	52	98
12	11	11	17	49	66	77
13	2	2	18	40	58	60
Grand Total	185	185	37	181	218	403

CAA pathway commentary

- **Year 9:** No Year 9 students have yet achieved Literacy. **4 of 77 students** have achieved Numeracy, all through CAA. This reflects accelerated maths students.
- **Year 10:** CAA is the only pathway for Literacy and Numeracy achievement. **26 of 91 students** have achieved Literacy through CAA, and **38 of 91 students** have achieved Numeracy through CAA. This makes Year 10 a key focus for ongoing CAA preparation, tracking, and targeted support.
- **Year 11:** Most Literacy and Numeracy achievement is through CAA. Of the **66 students** who have achieved Literacy, **57** have done so through CAA. Of the **52 students** who have achieved Numeracy, **50** have done so through CAA.
- **Year 12:** The alternative pathway is more evident. Of the **68 students** who have achieved Literacy, **49** have done so through CAA and **19** through another pathway. For Numeracy, **49 of 66** have achieved through CAA and **17** through another pathway. This shows the importance of offering both CAA and alternative pathways, for those who find the CAAs difficult to access.
- **Year 13:** Most students have achieved Literacy and Numeracy, with both CAA and alternative pathways contributing. **41 of 56 Literacy** achievements and **40 of 58 Numeracy** achievements are through CAA.

CAA and alternative pathway commentary

- For **Years 11–13**, the key focus is students who have **not yet achieved Literacy and/or Numeracy**, especially where they may already have had multiple CAA opportunities. At Year 11, **32 students** still need Literacy and **46** still need Numeracy. At Year 12, **9** still need Literacy and **11** still need Numeracy. At Year 13, the numbers are smaller but more urgent, with **4** still needing Literacy and **2** still needing Numeracy.
- **Gender trends:** At Year 11, female students have stronger Literacy completion, with **43 of 56** having achieved Literacy compared with **23 of 42** male students. Numeracy is more even proportionally, with **28 of 56** female students and **24 of 42** male students having achieved Numeracy. At Years 12 and 13, completion is strong for both female and male students, with the alternative pathway more visible for senior students.
- **Ethnicity trends:** Across Years 11–13, Māori students have achieved **69 Literacy outcomes** and **54 Numeracy outcomes**. Of these, **47 Literacy** and **32 Numeracy** outcomes have been achieved through CAA, with **22 Literacy** and **22 Numeracy** outcomes through alternative pathways. This reinforces the need to keep both CAA and alternative pathways visible when planning next steps.
- The next step is to ensure every student still requiring Literacy and/or Numeracy has a clear pathway plan. This will include preparation for the **second CAA opportunity in September**, while also actively checking alternative pathways for senior students, particularly in Years 12 and 13 where repeated CAA entry may not be the only or best route. Support should include targeted preparation, attendance plans where needed, mentoring, subject-level follow-up, and whānau communication.

CAA Reading and Writing breakdown – Literacy co-requisite

Current students, Years 9–13, RE and FF combined

Year	CAA: Reading Not Writing	CAA: Writing Not Reading	CAA: Writing AND Reading	CAA: Neither Writing nor Reading	No published CAA R/W result	L1 LIT	No Lit	Additional pathway	Total
9	0	0	0	7	70	0	77	0	77
10	20	12	26	30	3	26	65	0	91
11	13	2	57	20	6	66	32	9	98
12	13	3	49	7	5	68	9	19	77
13	13	1	41	5	0	56	4	15	60
Total	59	18	173	69	84	216	187	43	403

Commentary

- This table shows the Reading and Writing components of the Literacy CAA. Students in “**Writing AND Reading**” have achieved Literacy through CAA.
- Across Years 9–13, **173 students** have achieved Literacy through CAA, while a further **43 students** have achieved Literacy through the additional pathway.
- **Year 10** is the key early CAA cohort: **26 students** have already achieved both Reading and Writing, while **20** have Reading only and **12** have Writing only. These students are close to completion and should be a focus for targeted preparation.
- **Year 9** is still very early: most students have no published CAA Reading/Writing result yet, while **7 students** have published CAA results but have not yet achieved either component.
- In **Years 11–13**, the focus is on students who still need Literacy, especially those who have achieved one CAA component but not the other. There are **39 senior students** with Reading but not Writing, and **6** with Writing but not Reading.

Approximate comparison with 2026 national CAA Event 1 results

THS has an EQI of **488**, which places the school near the upper end of the **Moderate socioeconomic barriers** group, close to the threshold for the **More/high barriers** group. The most relevant national comparison is therefore the **Moderate** EQI group, while also noting the proximity to the **More** group.

For Years 10 and 11 combined, the approximate THS CAA achievement rates are:

Standard	THS Years 10–11	National Moderate EQI	Difference
Reading	116 / 189 = 61.4%	61.7%	broadly similar
Writing	97 / 189 = 51.3%	56.9%	around 6 percentage points lower
Numeracy	88 / 189 = 46.6%	50.7%	around 4 percentage points lower

At **Year 10**, THS results are below the national Moderate EQI group for Reading, Writing and Numeracy. This is not unexpected, as Year 10 students are earlier in their CAA pathway and many will have further opportunities to achieve.

Standard	THS Year 10	National Moderate EQI
Reading	46 / 91 = 50.5%	61.7%
Writing	38 / 91 = 41.8%	56.9%
Numeracy	38 / 91 = 41.8%	50.7%

At **Year 11**, THS is tracking at or above the national Moderate EQI group in Reading and Writing, and broadly in line for Numeracy.

Standard	THS Year 11	National Moderate EQI
Reading	70 / 98 = 71.4%	61.7%
Writing	59 / 98 = 60.2%	56.9%
Numeracy	50 / 98 = 51.0%	50.7%

Overall, the THS Years 10–11 combined position is broadly similar to the national Moderate EQI group for Reading, and slightly below for Writing and Numeracy. The Year 11 results are encouraging, particularly in Reading and Writing, while Year 10 remains the key early-intervention cohort.

Given THS's EQI position near the upper end of the Moderate range, these results compare more favourably with the national **More barriers** group, where Event 1 achievement rates were **36.9% for Reading**, **35.9% for Writing**, and **25.7% for Numeracy**.

2026 First Event National CAA Pass Rates by EQI Range

The table below presents the verified dataset released by [NZQA for Event 1 \(May 2026\)](#), detailing total student participation (n) and final achievement rates across the primary Equity Index (EQI) groups:

Standard	EQI Group (Socioeconomic Level)	Participating Students (n)	Achieved (n)	Achieved (%)
Reading	Fewer (Low Barriers)	12,745	9,303	73.0%

	Moderate (Mid Barriers)	32,100	19,798	61.7%
	More (High Barriers)	10,988	4,056	36.9%
	<i>Unassigned</i>	3,170	2,544	80.3%
Writing	Fewer (Low Barriers)	12,769	8,729	68.4%
	Moderate (Mid Barriers)	30,998	17,628	56.9%
	More (High Barriers)	10,335	3,714	35.9%
	<i>Unassigned</i>	3,039	2,364	77.8%
Numeracy	Fewer (Low Barriers)	13,575	9,544	70.3%
	Moderate (Mid Barriers)	33,367	16,931	50.7%
	More (High Barriers)	11,328	2,907	25.7%
	<i>Unassigned</i>	3,576	2,594	72.5%

EQI Group Socioeconomic Barrier Level 2026 EQI Score Range Equivalent Former System

Fewer	Low socioeconomic barriers	344 to 448	High-decile (Deciles 8–10)
Moderate	Mid socioeconomic barriers	449 to 493	Mid-decile (Deciles 4–7)
More	High socioeconomic barriers	494 to 569	Low-decile (Deciles 1–3)

THS has a EQI of **488** therefore near the top of 'moderate' or many/more socioeconomic barriers.

2. Strategic Plan/ School Review

2.1 AIP 2026 Mid-year progress update

The full mid-year review of progress against the 2026 Annual Implementation Plan is linked to this report. The review records substantial activity across the seven priority areas and identifies the next steps for Terms 3 and 4.

Overall, the school has made sound progress in establishing more coherent systems for monitoring achievement, attendance, behaviour and learner support. ERO checkpoints have provided useful external confirmation of improvement, including improved attendance and Year 9–10 achievement, a significant reduction in stand-downs and suspensions, and stronger alignment between school planning, reporting and improvement priorities.

Key areas of progress include:

- Fortnightly senior achievement reviews, improved analysis of credit accumulation, literacy and numeracy monitoring, and identification of priority learners.
- Completion of e-asTTle and SMART testing, with further work underway to ensure the information is consistently used in learner profiles, classroom planning and targeted intervention.
- Implementation of the STAR Attendance Plan, earlier identification and communication of attendance concerns, and greater involvement of Kaiāwhina and Whānau Kaitiaki.
- Continued implementation of the Instructional Model, Professional Growth Cycle observations, curriculum review, moderation monitoring and revised Year 9 English and Mathematics reporting.
- More coordinated pastoral and behaviour systems, including behaviour data review, Layers of Support, strengthened case management and continuing PB4L development.
- Development of departmental self-review processes in preparation for the Term 4 ERO evaluation, with a greater focus on evaluating impact rather than simply describing activity.
- Stronger identification and monitoring of Māori priority learners, supported by Māori Achievement Leads and Ngāti Maru's **Whakatupu Tetekura** in-school programme.
- A substantive Memorandum of Understanding with Ngāti Maru Rūnanga for **Whakapiki Mauri**, supporting the re-engagement of eligible NEN students. The priority now is to implement, monitor and review the programme collaboratively and in accordance with the commitments in the MoU.
- Broader student leadership opportunities, including junior leaders, the Student Council and student-led activities.
- Progress with staff and student wellbeing spaces, device stocktaking, property maintenance and Health and Safety systems.

The principal focus for the remainder of the year is to strengthen implementation and move to evaluate progress (also with an eye on ERO visit Term 4).

This includes demonstrating whether interventions are improving learner outcomes, strengthening individual plans for students at risk, completing departmental reviews, embedding consistent teaching and assessment practice, and preparing a coherent evidence base for the Term 4 ERO evaluation.

Recommendation

That the Board:

1. receives the AIP 2026 Mid-year Progress Update; and
2. notes the progress made and the identified priorities for Terms 3 and 4.

The full update report is available here: [Annual Implementation Plan 2026 Mid-year Update](#)

2.2 Strategic Planning 2027 – 2029

As the school moves into the second half of 2026, the Board will need to begin preparing its Strategic Plan for the 2027–2029 planning cycle.

During 2025 there was some uncertainty about whether the school planning and reporting framework would be substantially changed. The Ministry subsequently confirmed that boards were not required to develop a new strategic plan for 2026. Thames High School took that opportunity and has continued to operate under its current strategic plan during 2026.

The current Ministry guidance continues to require boards to develop a three-year strategic plan in consultation with their school community, supported by annual implementation plans and annual reporting.

The Strategic Plan Review and Development Proposal prepared in 2025 anticipated a 2026–2028 plan. It has now been updated for the 2027–2029 planning cycle and is attached to this report. The revised proposal retains the main elements of the earlier approach, while providing a more extended timeframe for evidence review, consultation, Board analysis, strategic planning and drafting.

The process includes engagement with mana whenua, students, staff, parents, whānau and community partners, supported by a review of current achievement, attendance, wellbeing, equity, curriculum, roll, pathway and organisational information. It also provides for the Board to review whether the school's vision, values and existing strategic priorities remain fit for purpose, identify a small number of clear strategic goals and measures of success, and ensure alignment with the 2027 Annual Implementation Plan.

NZSBA/GovHub has encouraged boards to begin preparing for strategic planning and community consultation for plans taking effect in 2027. Its support includes workshops, webinars, governance resources and customised Board development. The Ministry also provides planning and reporting guidance, templates and consultation resources.

I will seek further information from NZSBA/GovHub and the Ministry about:

- any planned strategic-planning training or webinars during Terms 3 and 4;
- updated guidance, templates and expected publication dates;
- the availability of customised Board support; and
- whether Ministry-funded or sector-provided facilitation is available.

As an initial decision, the Board is asked to indicate whether it would like me to investigate the availability and indicative cost of an independent external facilitator to support the strategic-planning process and Board workshop.

Recommendation

That the Board:

1. receives the updated Strategic Plan Review and Development Proposal for the 2027–2029 planning cycle;
2. notes the proposed process and indicative timeline; including proposal for a Strategic Plan **Working Group**.
3. authorises the Principal to seek further information about Ministry and NZSBA/GovHub training and support; and
4. advises whether the Principal should obtain options and indicative costs for an independent external facilitator.

Reference: [Strategic Plan Review and Development Proposal for the 2027–2029](#)

2.3 ERO Update

Preparation for the Term 4 ERO evaluation has continued, with a particular focus on strengthening the quality of internal evaluation across curriculum and pastoral leadership.

Following the school's online progress meeting with ERO evaluators Dick Edmundson and Murray on 17 June 2026, ERO provided a brief written summary at the beginning of Term 3.

Reference: [Update from ERO 20 July 2026](#)

The report acknowledged that the school has maintained a sustained focus on the improvement priorities identified in the 2023 ERO report. It also noted that these priorities are clearly reflected in the 2026 Annual Implementation Plan and are being regularly reported to the Board through updates on student achievement, wellbeing and attendance.

ERO acknowledged evidence of positive progress in several important areas:

- student attendance has improved;
- stand-down and suspension numbers have reduced significantly;
- achievement in reading, writing and mathematics improves between Year 9 entry and the end of Year 10, although the improvement in mathematics is smaller;
- NCEA achievement has improved, particularly at Levels 1 and 2; and
- Māori achievement is improving, although outcomes remain inequitable.

This provides useful external confirmation that the school's improvement work is producing positive movement. It also identifies where further consistency, evaluation and acceleration are required. ERO will undertake a full onsite hauhake review in Term 4. This is provisionally scheduled for Week 3, likely from Tuesday to Thursday following Labour Day, with the review expected to involve the equivalent of approximately two onsite days.

The central focus of the review will be the school's progress since 2023 in achieving excellent and equitable outcomes through:

- culturally responsive curriculum and pedagogy that support positive engagement and success in learning;
- the development and implementation of effective cross-curricular literacy practices;
- teachers and curriculum leaders identifying and responding to learner strengths, needs and progress, particularly in literacy; and
- the aspirations of mana whenua being identified, pursued and reported on.

Within these broad priorities, ERO has identified four areas for particular attention:

- student wellbeing, including the school's analysis of and response to the Wellbeing@School survey;
- the consistent development of middle leaders as leaders of learning;
- the consistency with which staff use the school's Instructional Model; and
- equitable achievement for Māori students.

The ERO summary has been shared with Heads of Department and pastoral leaders. They have been asked to unpack the areas relevant to their responsibilities, identify evidence of progress and impact, and determine the next steps required before the Term 4 review.

To support this work, a streamlined Head of Department internal evaluation template has been developed. The template asks each department to:

- identify its strongest evidence;
- explain what that evidence shows;
- evaluate the effect of its actions on learners;
- identify areas where practice or outcomes remain inconsistent; and
- establish clear next steps.

This is intended to strengthen middle leaders' capability as leaders of learning and ensure that department review is evaluative rather than primarily descriptive.

A parallel evaluation template will now be developed for pastoral leaders. This will support consistent evaluation of attendance, behaviour, wellbeing, student engagement, whānau communication, interventions and the effectiveness of targeted support.

The key preparation tasks for Terms 3 and 4 are to:

- complete departmental and pastoral internal evaluations;
- assemble concise evidence of progress using the School Improvement Framework;

- demonstrate the impact of cross-curricular literacy work;
- evaluate the consistency and impact of the Instructional Model;
- show how learner strengths, needs and progress are identified and responded to;
- demonstrate how mana whenua aspirations are reflected in planning, practice and reporting;
- respond to the findings of the Wellbeing@School survey;
- provide evidence of continued progress towards equitable outcomes for Māori; and
- ensure that the Board's compliance and assurance evidence is current and accessible.

ERO has emphasised the School Improvement Framework as the overarching structure for the Term 4 review. Links to the SIF and supporting material will be provided to the Board, as they have been to Heads of Department and pastoral leaders, to support a shared understanding of the areas ERO will consider.

I will also work with the Presiding Member and Board through the ERO Board Assurance Statement. This will enable the Board to confirm the evidence supporting its key governance and statutory responsibilities, identify any gaps, and record actions required before the Term 4 review. The Term 4 hauhake review provides an opportunity to recognise and validate the progress made since 2023, while also identifying the areas that require continued attention and development.

References (PDF)

[Guidelines for Board Assurance Statement](#)

[ERO's new School Reports - Example report for a secondary school](#)

[ERO School Reports - Explainer for schools and boards](#)

[SIF - Evidence guidance for schools](#)

2.4 Cultural Improvement Plan

Development of the Cultural Improvement Plan is continuing, informed by the Climate and Culture Survey, the Specialist Help process, staff feedback and work with the Limited Statutory Manager.

The Board's detailed consideration of this work has been undertaken through the relevant Board committee. A working draft is available for Board information, with further refinement and implementation to continue through the agreed governance and management processes.

2.5 Work with the Limited Statutory Manager

Since the appointment of the Limited Statutory Manager took effect on 30 June 2026, the Board, Principal and LSM have been establishing agreed ways of working and progressing the priorities identified through the Specialist Help process.

Current work includes clarifying roles and responsibilities, supporting development of the Cultural Improvement Plan, strengthening governance and management communication, and aligning this work with the school's existing strategic and operational priorities.

The appointment has also resulted in Official Information Act requests. The relevant records have been collated and reviewed, and responses are being prepared in accordance with the Board's statutory obligations, including the appropriate protection of privacy and confidential information. Further governance-level updates will be provided as the work progresses.

3. Personnel

3.1 Staffing Update

Appointments

- Currently no appointments.

Vacancies

- Currently no vacancies.

3.2 Professional Learning and development

PLD Monday / Tuesday programme

2026 Staff Hui/PLD cycle - Term 3

TERM 3 10 Weeks	1 Wb. 20/7/2026	2 Wb. 27/7/2026	3 Wb. 3/8/2026	4 Wb. 10/8/2026	5 Wb. 17/8/2026	6 Wb. 24/8/2026	7 Wb. 31/8/2026	8 Wb. 7/9/2026	9 Wb. 14/9/2026	10 Wb. 21/9/2026
Monday/ Rāhina	20/7 PLD / Dept - Start of term organisati on / admin (i/c HoD)	27/7 PLD / Full Improv ing Culture Feedba ck - plan (i/c SLT)	3/8 PLD / Full Improving Culture Understandi ng bullying, etc, and how we respond (i/c SLT)	10/8 Full / Dept Open Evening preparati on (i/c ASH / HoD)	17/8 PLD / Dept - Whole School Literacy or Curriculum Developm ent (i/c WRT / TUP)	3/8 PLD / Full Improving Culture (tbc) (i/c SLT)	CRRP (i/c WRT/MC N)	No mtg Senior Exams	No mtg - Exams and Reportin g	PGC Reflectio n
Tuesday/R ātū	21/7 HoD Hui C1 (i/c WRT)	28/7 Pastoral Network Hui ESR (i/c ASH)	4/8 Full Staff Pastoral Hui Layers of Support? (i/c ASH)	HoD Hui C1 (i/c WRT)	28/7 Pastoral Network Hui ESR (i/c ASH)	Full Staff Pastoral Hui - Kaiawhina class/stud ent meetings - Year 9	21/7 HoD Hui C1 (i/c WRT) ERO?	No mtg Senior Exams	No mtg - Exams and Reportin g	28/7 Pastoral Network Hui ESR (i/c ASH)

External PD Record (as of 28 July 2026)

Date	Course	Location	Staff
6/7/2026	Biannual Physical Education, Health and Outdoor Education conference.	Auckland	Brylee Gordon
2/7/2026	AP/DP Hui Greater Waikato	Hamilton	Gareth Wright
14/7/2026	Behaviour Conference 2026	Hamilton	Michelle Tupper
31/7/2026	Growth Culture SENCO Summit	Auckland	Lisa Barnett
14/7/2026	Behaviour Conference 2026	Hamilton	Ann Hoover
Term 3	Te Kura Raunui	On line	Ann Hoover
9/6/2026	Tertiary update day	Hamilton	Leanne Ardern
18/6/2026	Dealing with different & difficult people in schools	On Line	Stephen Slaney
June 2026	Leading Organisational Staff Wellbeing in New Zealand Schools	On line	Kylie Finch
24/6/2026	Mauri Tu Mauri Ora - Jase Williams	Thames	Gareth Wright
24/6/2027	Mauri Tu Mauri Ora - Jase Williams	Thames	Ann Hoover
24/6/2028	Mauri Tu Mauri Ora - Jase Williams	Thames	Shelly Johnston
24/6/2029	Mauri Tu Mauri Ora - Jase Williams	Thames	Michelle Tupper
18/6/2026	Kamar for Deans	Tauranga	Nichola Voice
19/6/2026	Waikato university teacher graduate day	Hamilton	Gareth Wright

4. Finance and Property Management

4.1 Property and Finance Reports

The Finance report from the Business Manager is included as part of Finance Committee held on Tuesday 28 July 2026 and will be reported back in the board agenda.

The Property report from the Business Manager is included as part of Property Committee held on Tuesday 28 July 2026 and will be reported back in the board agenda.

Many thanks to the Business Manager for detailed reports and financial position information, allowing effective monitoring and assurance.

4.2 July Roll Return

The 1 July Roll Return was submitted to the Ministry of Education as required. It is reported because of its significance for staffing entitlement and operational funding, including the 2026 property maintenance grant.

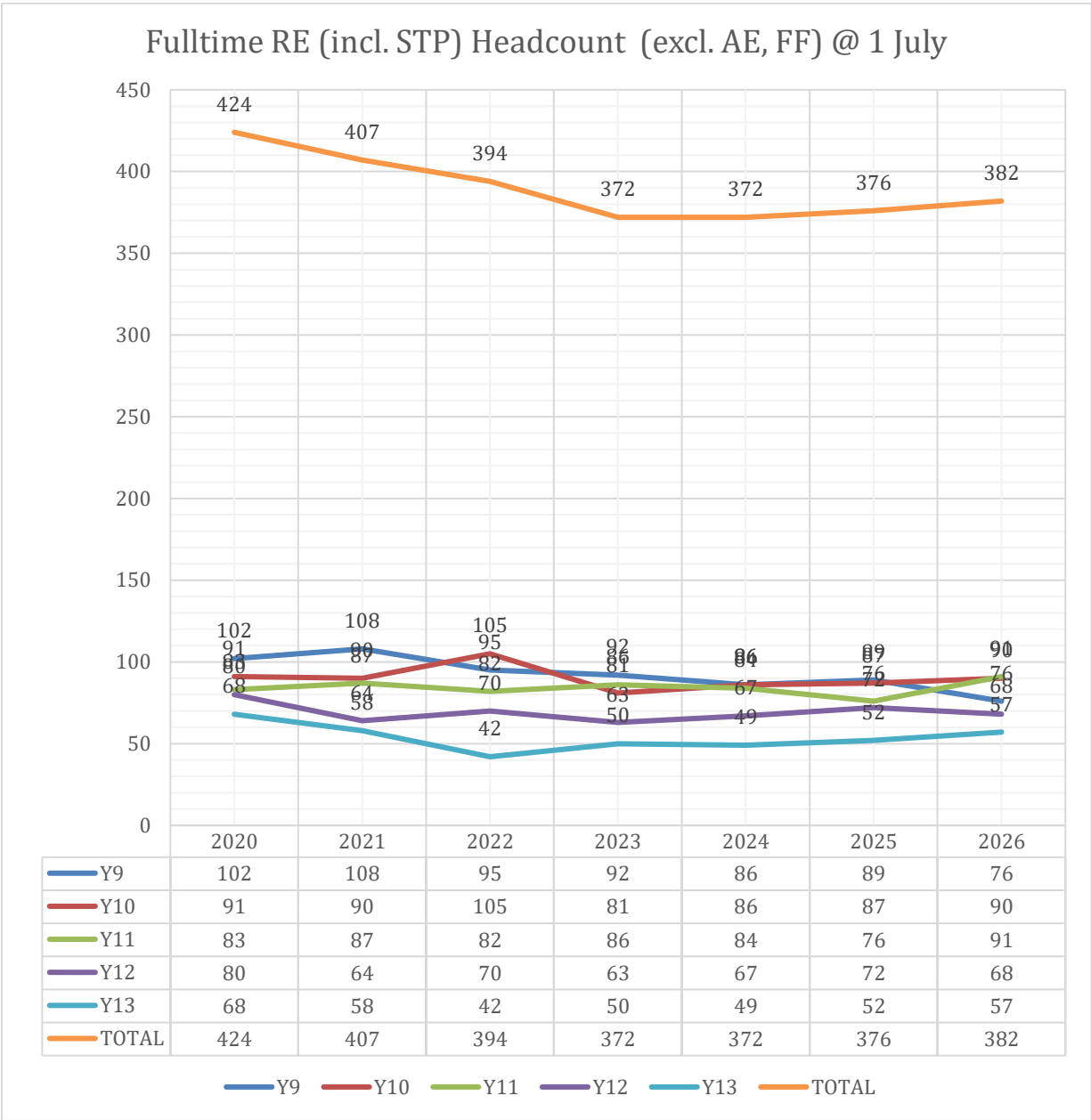
Summary:

1 JULY RETURNS (DETAIL)		RE			STP	AE	FF	Head count		
		M	F	Tot	Tot	Tot	Tot	RE + STP	RE + STP + FF	incl. AE
2026	9	34	42	76				76		
	10	50	40	90		2		90		
	11	38	53	91			5	91		
	12	16	36	52	16		7	68		
	13	24	26	50	7		6	57		
				359	23	2	18	382	400	402
2025	9	49	40	89				89		
	10	34	53	87		1	1	87		
	11	29	47	76			9	76		
	12	25	31	56	16		6	72		
	13	26	24	50	2		2	52		
				358	18	1	18	376	394	395
2024	9	34	52	86				86		
	10	37	49	86		1	0	86		
	11	40	42	82	2		3	84		
	12	29	30	59	8		8	67		
	13	15	23	38	11		8	49		
				351	21	1	19	372	391	392

The total roll, including Alternative Education, was **402** students, compared with **395** in 2025 and **392** in 2024. The regular and Secondary Tertiary Programme roll was **382**, an increase of six students from 2025 and ten from 2024.

The overall increase is largely attributable to the stronger Year 11 cohort, and there has been growth in Secondary Tertiary Programme participation. The Year 9 intake of 76 is, however, lower than the corresponding cohorts in 2025 and 2024. This remains an important area to monitor because the size of incoming cohorts has longer-term implications for future roll, staffing, curriculum provision, and operational funding.

Trend, 2020-2026:



Current roll as of 28 July 2026

Gender (Type)	Count	9	10	11	12	13
	×	^	^	^	^	^
	×	^	^	^	^	^
Female	224	42	41	60	49	32
Female (AE)	1	0	1	0	0	0
Female (FF)	14	0	0	5	6	3
Female (NA)	1	0	0	1	0	0
Female (RE)	207	42	40	53	43	29
Female (SA)	1	0	0	1	0	0
Male	189	36	52	44	29	28
Male (AE)	1	0	1	0	0	0
Male (FF)	7	0	0	3	2	2
Male (RE)	175	34	51	38	26	26
Male (SA)	6	2	0	3	1	0
Total	413	78	93	104	78	60

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

Roll (RE and FF)= **406** as at 28 July 2026 (NA = 1 AE = 2)

FF = 21, so regular (RE) roll = **385**

Comparison 24 July 2025

Gender (Type)	Count	9	10	11	12	13
	×	^	^	^	^	^
	×	^	^	^	^	^
Female	220	41	57	58	39	25
Female (AE)	1	0	1	0	0	0
Female (FF)	16	0	1	11	3	1
Female (NA)	1	0	1	0	0	0
Female (RE)	201	41	53	47	36	24
Female (SA)	1	0	1	0	0	0
Male	190	51	37	33	39	30
Male (FF)	5	0	0	1	3	1
Male (NA)	3	1	0	1	0	1
Male (RE)	178	50	34	30	36	28
Male (SA)	4	0	3	1	0	0
Total	410	92	94	91	78	55

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

Roll (RE and FF)= **406** as at 24 July 2025 (NA = 4)

FF = 21, so regular (RE) roll = **385**

4.3 Summary of Leavers and Enrolments

Summary of Leavers and New Students: 4/6/2026 – 29/7/2026

Year	New	Notes	Left	Notes
9	3 (3M)	2 moved to Thames (NZ) 1 from overseas	3 (3F)	1 excluded 1 to other school 1 to homeschool
10	2 (2M)	1 from other school 1 returning from homeschool	2 (1F, 1M)	1 to another school (moved town) 1 continuous absence
11	4 (4F)	4 new FF (Germany)	5 (5F)	1 to another school 2 continuous absence 1 FF back o'seas 1 back to HPC (in zone)
12	6 (4F, 2M)	1 back to THS from absence 5 FF (Germany)	4 (4F)	4 FF back o'seas
13	0	-	2 (2M)	1 left for employment (with Level 3) 1 left (health)
TOTAL	15		16	

Attendance Service Referrals (CAPS)

CAPS are working with 8 students that have been referred.

- 1 x Year 9
- 4 x Year 10
- 3 x Year 11

Upon reviewing student attendance data, the Attendance Officer will refer to CAPS:
7 students

- 4 x Year 9s
- 3 x Year 11s

CAPS

A follow-up meeting is planned with CAPS staff to review the progress of the referred students.

CAPS has been instrumental in referring students who were previously disengaged from education back to Thames High School, where they have been supported through programmes such as Te Ara Whakamana.

The Te Ara Whakamana programme has been highly successful in improving student attendance and engagement. As a result, CAPS is now considering two students no longer active on their caseload. However, they have confirmed they are available to provide support again should it be needed in the future.

5. Physical and Emotional Environment

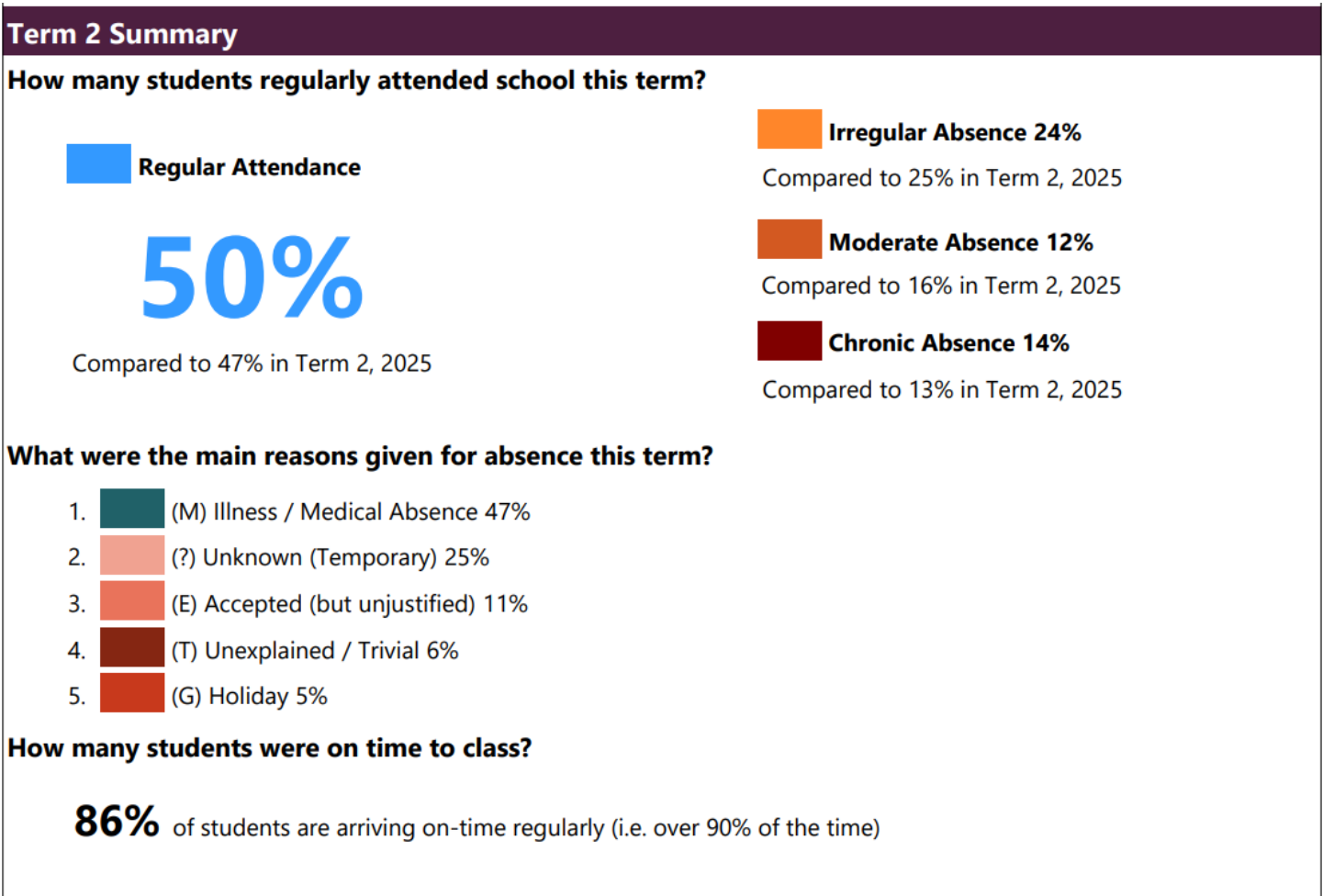
5.1 Attendance

Term 2 Attendance Report (Every Day Matters)

We have received the [provisional Term 2 Every day Matters Report](#) from the MoE.

- Board members may wish to read the full report; key excerpts are presented below for potential insights and discussion.
- Unknown absences (?) have fallen from 41% in Term 1 to 29% in Term 2.
- The main reason attributed to almost half of the absences (46%) is MEDICAL – sickness. Up from 38% in Term 1.
- Regular attendance has fallen from 50% in term 1 to 41% in Term 2.
- Board members are reminded that attendance reports are being published on the Education Counts site as a daily report. Reports are by region, not yet by school.

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



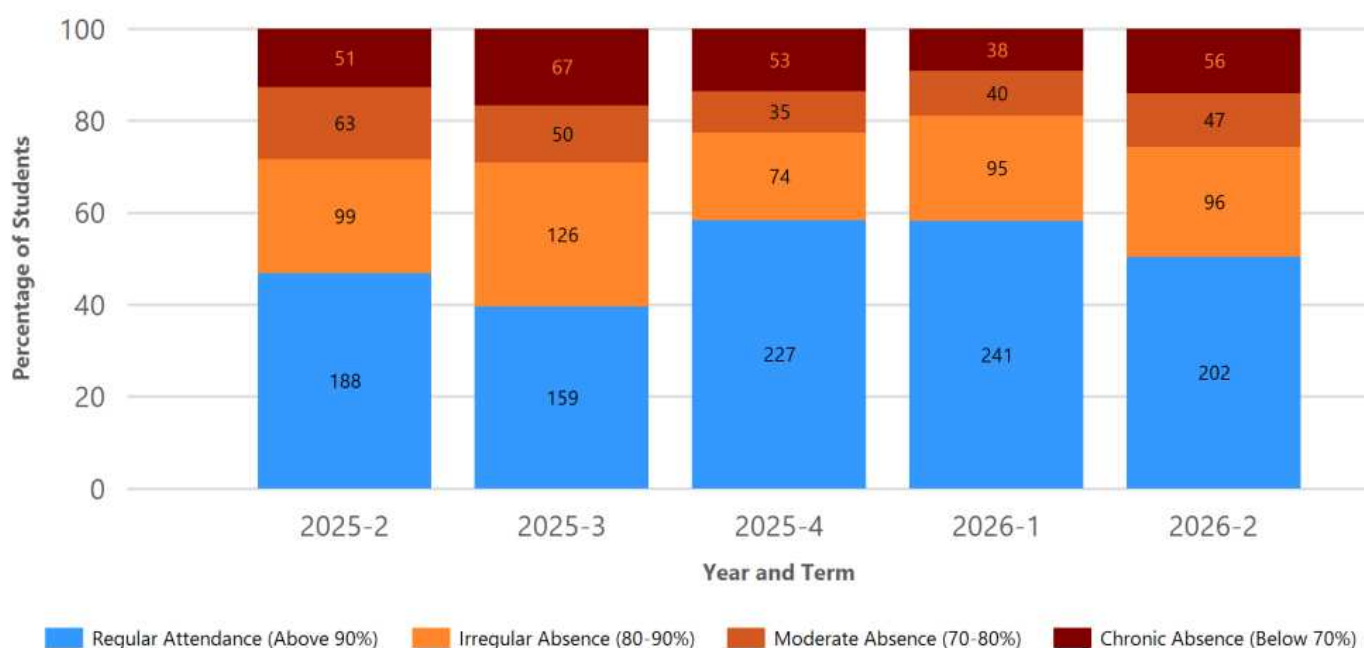
Which days and weeks had the highest and lowest attendance in Term 2, 2026?

	Highest		Lowest	
Day(s) of Week	Tuesday	86%	Friday	79%
Day(s) of the term	20/04/2026	89%	26/06/2026	47%
Week(s) of the term	Week 2, 28/04/2026	88%	Week 10, 22/06/2026	77%

- Lowest Week – average 77% - Week 10 – 2nd from last week of the term - includes Matariki
- Lowest Day – 47% - Friday 26/6/2026 – Matariki Celebration
- The peak attendance day – 89% - 20/4/2026 - on the FIRST DAY of the term; the peak for average week was week 2 (88%)
- On average, Friday continues as the lowest on average (79%), with a peak on Tuesdays on average (86%)

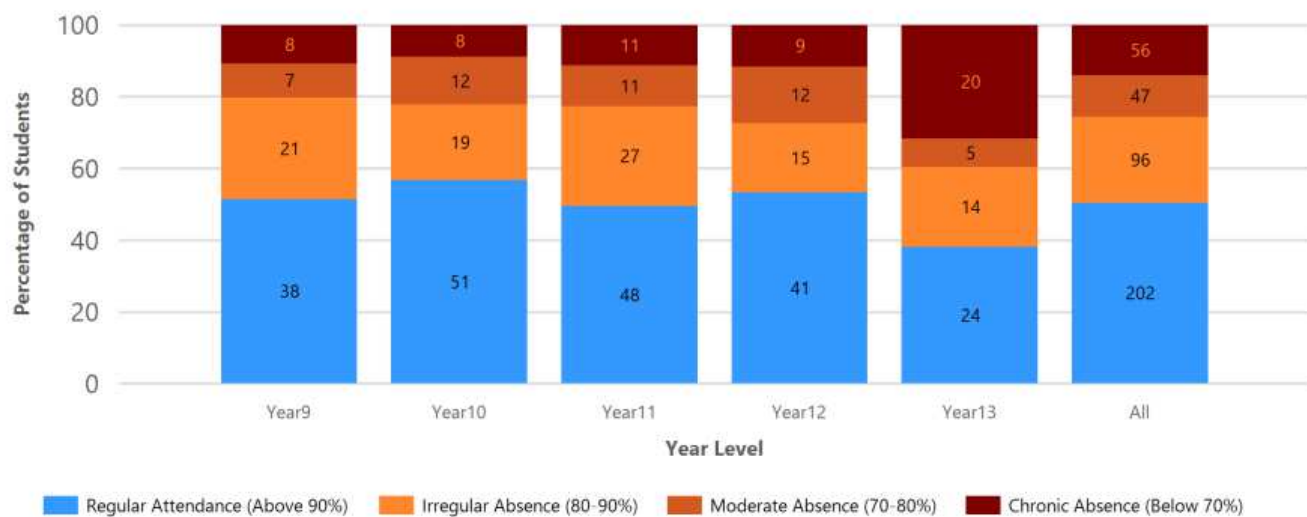
How have your student attendance categories changed over the last 5 terms?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



How are your student attendance categories distributed by year level?

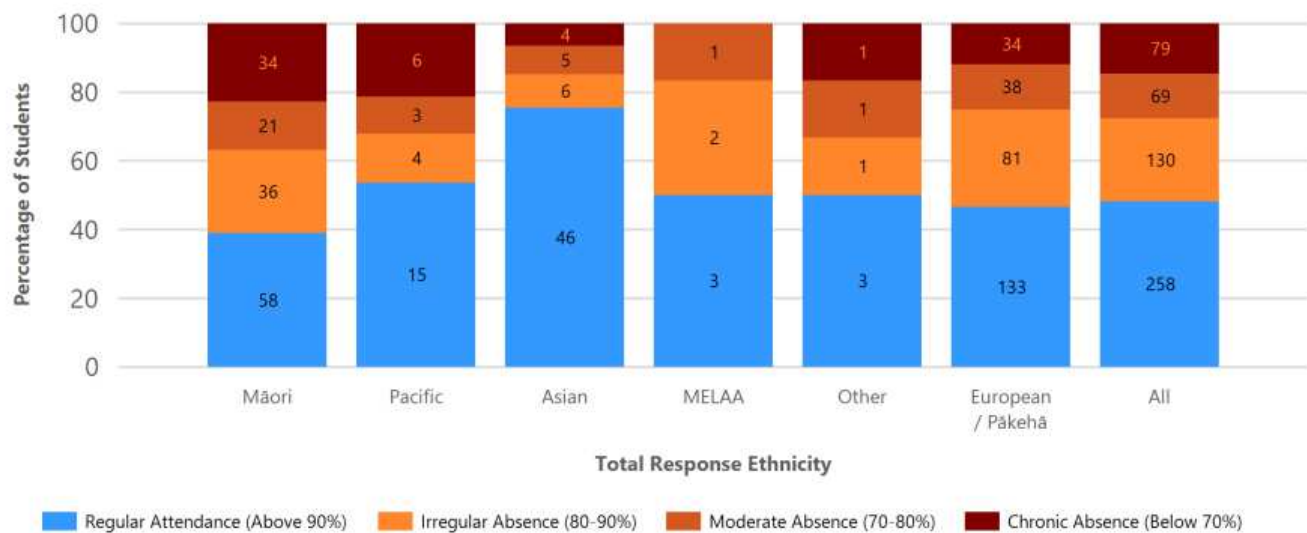
NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



In Term 2 of Year 2026, Year 10 had the highest proportion of students attending regularly, with 57% of students at school above 90% of the time. In Term 2 of Year 2026, Year 13 had the highest proportion of students with chronic absence, with 32% of students at school less than 70% of the time.

How are your student attendance categories distributed by ethnicity?

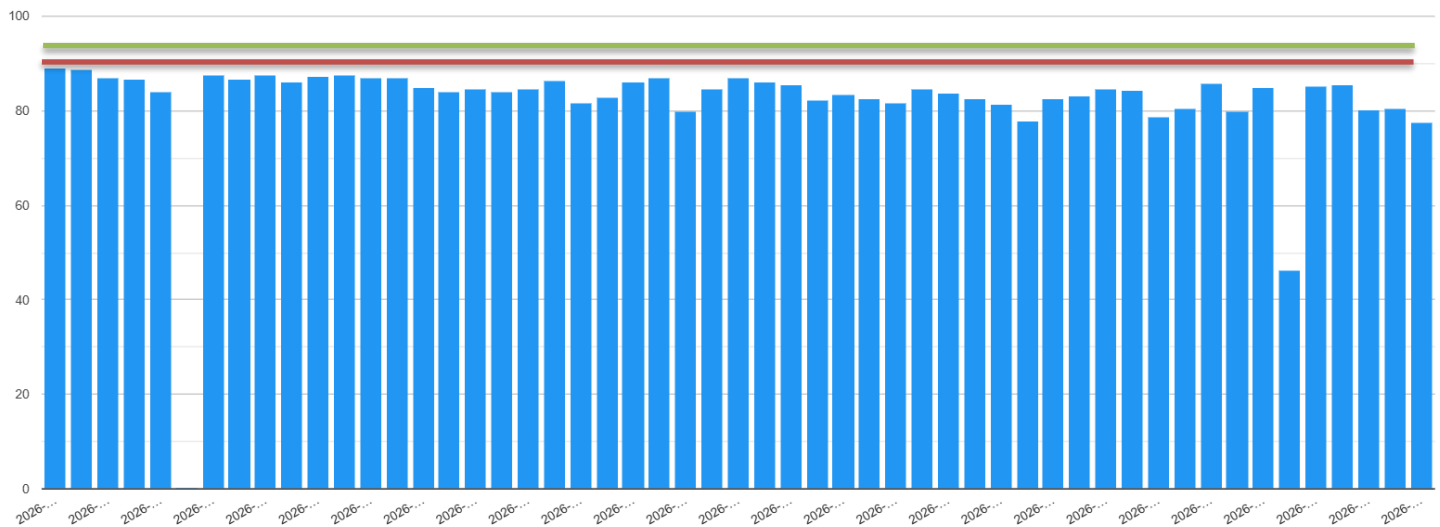
- NOTE:**
- Students who identify with more than one of these ethnic groups are counted in each.
 - Percentages are shown on the vertical axis while the bars show the actual number of students.
 - Where there are small numbers in a group, please interpret with caution



In Term 2 of Year 2026, Asian ethnic group had the highest proportion of students attending regularly, with 75% of students at school above 90% of the time. In Term 2 of Year 2026, Māori ethnic group had the highest proportion of students with chronic absence, with 23% of students at school less than 70% of the time.

Term 2 Attendance (20/4 – 3/7)

Average daily attendance:



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

Weekly average attendance (%) by year level

- Recall that the average daily attendance needs to be 94% for the average regular attendance of 90% for 80% of the school (national target by 2030)

Week	Wk 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	86.7	92.8	83.2
3	12	84.5	88	86.9	91.7	81.5
4	13	83.7	88.9	83.1	88.5	77.9
5	14	81.2	89.9	82.4	85.9	76.3
6	15	87	84.8	83.5	89.5	84.9
7	16	79.8	82	86.1	84.2	79.2
8	17	81.4	87.8	79.2	82	79.2
9	18	80.8	87.4	79.1	83.6	82.9
10	19	83.8	80.4	72.5	74.7	63.4
11	20	82	85.7	82	85.3	70.8

How Term Three has started

Weekly average

Week	Wk of Year	Year 9	Year 10	Year 11	Year 12	Year 13
1	21	88.7	85.1	83.5	88.5	76.3
2	22	84.8	90.6	84	86.7	70.8
Week 1 2025		85.8	83.2	87.8	81.9	68.7
Week 1 2024		77.6	74	77.9	73.7	76.5

Week 1 Term 3 in 2026 is significantly better than the same time last year for all year levels EXCEPT Year 11. Only two days in the average for week 2, so this may not be representative.

Term 3 (daily)

Week	Year 9	Year 10	Year 11	Year 12	Year 13
2026-07-20	89.5	83.5	82.9	92.2	71.7
2026-07-21	92.1	85.6	84.4	88.2	79.2
2026-07-22	88.2	82.4	84.9	81	83.3
2026-07-23	89.5	87.8	82.9	89	72.9
2026-07-24	84.2	86.1	82.4	92.2	74.6
2026-07-27	82.9	87.6	85.9	84.3	72
2026-07-28	86.7	93.5	82.1	89.2	69.5

5.2 Stand-downs and Suspensions

- There have been **six** stand downs and **one** suspension in the period 5 June to 29 July 2026.
- Board members may refer to the [stand downs and suspension](#) or a breakdown of reasons and taiohi / students (year level, gender, and ethnicity).

	In this period	Year to date (29 July)	Last update (4 June)	Total as of July 2025	Total as of June 2025	2025 total	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	6	17	11	9	9	11	26	38	46	52	29
Suspensions	1	2	2	2	2	3	4	7	2	7	9
Exclusions / expulsions	1<16	1	0	1	0	2	0	0	0	1	2

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

5.3 Wellbeing@School survey

The 2026 NZCER Wellbeing@School survey was completed in term 2, with 223 student responses compared with approximately 200 responses in 2024. The results provide a useful indication of movement over time, although differences in the number and composition of respondents mean that the shifts should be treated as trends rather than precise measures.

The overall picture is one of **positive movement in belonging, inclusion, recognition, student voice and perceived fairness**, alongside continuing concerns about the consistency of peer culture and students' experience of harmful behaviour.

Key positive shifts from 2024 to 2026 include:

- students feeling accepted for who they are increased from approximately **75% to 86%**;
- students reporting that the school celebrates a wide range of student strengths and contributions increased from approximately **62% to 80%**;
- students feeling that they have a say in what happens at school increased from approximately **49% to 59%**;
- students knowing what to do when someone is being hurt or bullied increased from approximately **44% to 56%**;
- students reporting that teachers treat all students fairly increased from approximately **38% to 53%**;
- students reporting that peers include those who are being left out increased from approximately **45% to 61%**; and

- students reporting that peers listen to each other's views and ideas increased from approximately **49% to 64%**.

There has been particularly encouraging movement for junior students. Year 9–10 students reporting a sense of belonging increased from approximately **56% in 2024 to 73% in 2026**.

Māori students also reported positive shifts in acceptance, student voice, the visibility of school values, and knowing what to do when someone is being hurt or bullied. These shifts suggest that the school's work on values, relationships, recognition, student leadership, pastoral support and inclusive practice is becoming more visible to students.

However, the gains are not yet sufficiently consistent to regard the work as complete.

The principal area requiring continued attention is **student-to-student culture**. While measures of peer inclusion and listening have improved, students remain less positive about students consistently treating one another and staff with respect, or standing up for others when harmful behaviour occurs.

The aggressive student culture results are also mixed. Reports of some harmful experiences were higher in 2026, including deliberate exclusion, bullying and phone or social-media-related harm. These results require careful interpretation, as they may reflect changes in behaviour, greater awareness and willingness to identify harm, or differences in the responding cohorts. Nevertheless, they confirm that peer culture, bullying responses and digital behaviour must remain priorities.

The overall conclusion is therefore that there has been **meaningful positive movement since 2024, but the improvement is not yet secure or consistent across all students and aspects of school life**.

The full Wellbeing@School report is available for Board reference and contains the detailed whole-school, year-level, gender and Māori student analysis.

The report has also been provided to Heads of Department and pastoral leaders (Kaiāwhina). They have been asked to unpack the findings relevant to their areas, consider the report's recommendations, and identify practical next steps. This will enable the findings to inform both teaching and learning evaluation and the development of pastoral practice, rather than being treated as a separate survey exercise.

The next steps are to:

- identify a small number of schoolwide priorities from the report;
- consider the results alongside attendance, behaviour, achievement and pastoral information;
- incorporate relevant findings into departmental and pastoral leadership evaluation;
- strengthen student voice and visible feedback about how student input has influenced decisions;

- continue work on relational and culturally responsive teaching, fairness and classroom consistency;
- strengthen peer culture, bullying-reporting pathways and digital citizenship; and
- establish how progress will be monitored and reported back to the Board.

The proposed pastoral leadership evaluation template will complement the Head of Department evaluation template and provide a structured way to assess how attendance, behaviour, wellbeing, student voice and targeted interventions are contributing to improved outcomes.

Reference: [Wellbeing@Schools 2026 Report](#) (PDF)

Ngā manaakitanga



Michael Hart

Tumuaki/Principal