

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

2 September 2026

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Sector Updates – SPANZ, August 2026

The following sector updates from SPANZ are particularly relevant to current Board work and school planning. They reflect a wider environment of significant policy and system change, with several areas still awaiting further detail or clarification. The implications for our school are noted where these have a direct bearing on governance, planning or operational decisions.

Curriculum and qualification reform

SPANZ executive on behalf of secondary principals continues to raise concern about the pace, scale and cumulative impact of curriculum and qualification change, including uncertainty about implementation timelines, curriculum content and prescribed subject time. Challenges are particularly evident for smaller and rural schools, including access to specialist staffing and professional learning.

For our school, this reinforces the need to continue curriculum planning and preparation, while avoiding premature timetable or staffing decisions where national requirements are not yet settled.

Qualification changes and new industry-led subjects

Nine new industry-led subjects for Years 12 and 13 are planned from **2029**, aligned with the first Year 12 NZCE cohort. These will include areas such as construction, engineering, health services, hospitality, manufacturing and tourism.

Further detail is still required regarding assessment specifications, University Entrance recognition, specialist staffing and facilities, equitable access for smaller schools, and how these subjects will interact with existing Gateway and Trades Academy programmes.

These developments may provide useful additional pathway opportunities for our students, but significant implementation detail remains outstanding.

Strategic planning – 2027

As outlined in the August Principal's Report, preparatory work for the next strategic plan is underway, including refreshing our evidence base and planning consultation with mana whenua, students, staff, parents/whānau and other stakeholders.

The anticipated process has been to progress this evidence and consultation work through Term 3, before moving into the development of a small number of strategic priorities for 2027–28.

A further sector update from SPANZ is therefore timely. While current guidance indicates the next strategic plan will take effect from 1 January 2027 and cover a two-year period, further information on the detailed requirements and transition arrangements is still expected.

SPANZ has cautioned schools against investing too heavily in detailed plan development before these requirements are clearer, given the risk of unnecessary duplication or reworking. Accordingly, we will continue the evidence gathering, consultation and preparatory work already underway during Term 3, but avoid prematurely locking in the detailed structure, measures or documentation of the new plan. More substantive development can occur in Term 4 as the national position becomes clearer.

SPANZ is also encouraging schools to continue explicitly reflecting their commitments and obligations under Te Tiriti o Waitangi within strategic planning.

ERO reporting

SPANZ has raised concerns directly with ERO about the new traffic-light style front-page reporting format, particularly the risk that simplified indicators may be viewed without the wider context contained in the full report.

SPANZ has emphasised the importance of reporting recognising school context, socio-economic factors, progress and improvement, alongside the overall quality of educational provision. This is particularly relevant as we prepare for our ERO review later this year.

Official Information Act workload

A SPANZ survey of 153 secondary principals found that principals spend an average of 5.5 hours per month responding to OIA requests, with one in ten spending more than 10 hours per month.

The Chief Ombudsman has reminded schools that the Act provides legitimate mechanisms for managing requests that impose significant workload. These include charging where significant work is required, declining requests involving substantial collation or research where this would unreasonably burden school operations, and declining frivolous or vexatious requests where the statutory threshold is met.

This is useful guidance for ensuring future requests are managed proportionately while the Board continues to meet its statutory obligations.

School property

The New Zealand School Property Agency (NZSPA) commences operation on 1 November 2026, taking responsibility for planning, building, maintenance and administration of the national school property portfolio.

The Ministry will retain responsibility for decisions relating to network provision and roll growth, while NZSPA will deliver approved property projects.

Further information is still awaited on the proposed school-led property model, including how existing projects will transition and how greater local decision-making will operate in practice. This will be monitored given our current and future property priorities.

Workforce

Teacher supply remains a significant national concern, particularly in relation to specialist subjects, recruitment and retention.

There has been some improvement in the domestic pipeline, with secondary initial teacher education enrolments increasing by approximately **10%**, from 935 in 2025 to 1,030 in 2026. However, SPANZ continues to identify workforce sustainability as a significant issue, including concern that ongoing workload and system change may contribute to experienced teachers choosing to retire.

Student mental-health and specialist support

Principals nationally continue to report lengthy waits for specialist mental-health services and educational psychologists, including for students experiencing significant distress. Schools are consequently carrying increasing responsibility for supporting students while specialist services are unavailable or delayed.

This reinforces the importance of maintaining strong pastoral systems and effective agency relationships, while recognising that some specialist needs sit beyond the capacity of schools to provide directly.

Overall

The consistent national message is that secondary schools are managing a high volume of simultaneous policy, curriculum, qualification, compliance and system change, often while important implementation details remain unresolved. SPANZ is also highlighting the cumulative impact of this on teacher and leader workload, wellbeing and workforce sustainability, including concern that ongoing change fatigue may contribute to experienced staff leaving the profession.

Our approach will continue to be to prepare for confirmed changes, monitor emerging requirements closely, avoid unnecessary or premature decisions where policy remains unsettled, and manage the pace of change carefully for staff, while maintaining focus on our core priorities of learning, attendance, wellbeing and effective pathways for students.

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress – NCEA

Summary of NCEA progress Credits, by year level / Gender – ranges (2 September 2026)

The following tables show **total** credits gained towards each NCEA level.

For this update, the tables include students who left after 1 July 2026.

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	1	2		2	8	6	8	9	11				47
M	3	2	3	2	5	6	5	7	4	1	1		39
Total @ 2 Sept	4	4	3	4	13	12	13	16	15	1	1		86
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 @ 19 Aug 2025	1	3	9	11	13	21	14	5	1				78

Note the reduction in Year 11

Year 12 / Level Two (RE)	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	1	1	5	2	4	7	15	6	1			43
M				1	8	1	5	4	6			1	26
Total @ 2 Sept	1	1	1	6	10	5	12	19	12	1		1	69
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 @ 19 Aug 2025		3	5	11	16	23	8	3	1			1	71

Year 13 / Level Three (RE)	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	2	11	5	3	2				29
M		1		5	5	8	4	1		2		1	27
Total @ 2 Sept	1	1	1	9	7	19	9	4	2	2		1	56
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 @ 19 Aug 2025		3	7	12	18	6	1	2	1	1			51

Progress since 28 July 2026

- **Year 11 / Level 1:** Strong upward movement. Students below 30 credits have reduced from 31 to 15, while those at 50+ credits have increased from 34 to 46. There are now 33 students at 60+, compared with 11 in July.
- **Year 12 / Level 2:** Very strong progress. Students at 50+ credits have increased from 12 to 45, including 33 now at 60+, up from just 4 in July.
- **Year 13 / Level 3:** Clear progress through the middle ranges. Students below 30 credits have halved from 24 to 12, while those at 40+ have increased from 18 to 37 and those at 50+ from 8 to 18.

Gender

Female students are generally somewhat further advanced, particularly at Years 11 and 12. At Year 11, 60% of females are at 50+ credits compared with 46% of males; at Year 12 the difference is smaller (67% compared with 62%). Year 13 is more balanced, although females are more concentrated in the 40+ ranges. Both genders, however, show substantial upward movement since July.

2026 compared with 2025

The 2026 position is stronger than at the comparable point in 2025 across all three senior year levels. More students are already in the higher credit ranges and fewer remain in the lowest ranges. The difference is particularly pronounced at Years 11 and 12: 33 Year 11 students are now at 60+ credits compared with 6 in August 2025, and 33 Year 12 students compared with 5 in 2025. Year 13 is also ahead, with 37 students at 40+ credits compared with 11 at the equivalent 2025 checkpoint.

International Student snapshot at 2 September 2026

Year level	Female	Male	Total	Credit distribution
Year 11 / Level 1	2	4	6	3 at 0, 2 at 30–39, 1 at 40–49
Year 12 / Level 2	3	0	3	All 3 at 80–89
Year 13 / Level 3	3	2	5	3 at 30–39, 1 at 40–49, 1 at 50–59
Total	8	6	14	

Commentary: The International Student picture is mixed. Year 12 is very strong, with all three students already in the 80–89 credit range. Year 13 students are progressing through the middle ranges, with all five at 30+ credits. Year 11 students are at an earlier stage of progress, with three currently recorded at zero Level 1 credits; this reflects that several are relatively new to New Zealand and are still adapting to the English-language demands of learning and assessment within the NCEA context.

Ethnicity snapshot – credit ranges (2 September 2026)

Comparison of 28 July and 2 September 2026

The following tables show total credits gained towards each NCEA level, not only credits earned in 2026. The **2 September figure is shown first**, with the **28 July figure in brackets**.

Year 11 / Level 1 – credit ranges by ethnicity

Ethnicity	0	1–9	10–19	20–29	30–39	40–49	50–59	60–69	70–79	80–89	90–99	Total
Asian	0 (0)	0 (0)	0 (0)	0 (2)	2 (0)	0 (0)	0 (2)	2 (2)	2 (0)	1 (1)	0 (0)	7 (7)
European	1 (1)	1 (1)	1 (4)	1 (2)	3 (8)	6 (5)	7 (12)	7 (5)	10 (1)	0 (1)	1 (0)	38 (40)
Māori	3 (3)	3 (3)	1 (5)	3 (8)	7 (5)	6 (6)	4 (8)	6 (1)	3 (0)	0 (0)	0 (0)	36 (39)
Pasifika	0 (0)	0 (0)	1 (1)	0 (1)	1 (1)	0 (2)	2 (1)	1 (0)	0 (0)	0 (0)	0 (0)	5 (6)
Total	4 (4)	4 (4)	3 (10)	4 (13)	13 (14)	12 (13)	13 (23)	16 (8)	15 (1)	1 (2)	1 (0)	86 (92)

Commentary

- There has been strong upward movement across Year 11, particularly from the 10–29 ranges into 60+ credits.
- For Māori students, those below 20 credits have reduced from 11 to 7, while 9 are now at 60+ credits, compared with only one in July.
- European students have also shifted strongly upwards, with 25 now at 50+ credits, compared with 19 in July.

Year 12 / Level 2 – credit ranges by ethnicity

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)	1 (1)	0 (0)	0 (2)	1 (1)	2 (5)	1 (1)	5 (1)	0 (0)	1 (0)	0 (0)	11 (11)
European	0 (0)	0 (0)	0 (1)	3 (4)	6 (7)	0 (13)	7 (4)	7 (2)	8 (0)	0 (0)	1 (1)	32 (32)
Māori	1 (1)	0 (1)	1 (2)	2 (2)	3 (6)	3 (7)	4 (3)	6 (0)	2 (0)	0 (0)	0 (0)	22 (22)
Other	0 (0)	0 (0)	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 (0)	1 (1)	0 (0)	0 (2)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	3 (3)
Total	1 (1)	1 (2)	1 (3)	6 (9)	10 (14)	5 (28)	12 (8)	19 (3)	12 (0)	1 (0)	1 (1)	69 (69)

Commentary

- Year 12 shows particularly strong progress, with the large July concentration at 40–49 credits shifting decisively into the 50+ ranges.
- Māori students show strong movement: 12 of 22 are now at 50+ credits, compared with only three in July.
- European students have also moved substantially, with 23 of 32 now at 50+, compared with seven in July.
- Asian students show similar upward movement, with 7 of 11 now at 50+ credits.

Year 13 / Level 3 – credit ranges by ethnicity

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 (0)	0 (2)	2 (1)	2 (2)	2 (1)	0 (0)	0 (0)	0 (1)	1 (0)	0 (0)	7 (7)
European	0 (0)	0 (1)	1 (2)	1 (3)	2 (5)	7 (6)	5 (0)	2 (2)	1 (0)	1 (1)	1 (1)	21 (21)
Māori	1 (1)	1 (1)	0 (2)	4 (8)	3 (6)	9 (3)	4 (2)	2 (0)	0 (0)	0 (0)	0 (0)	24 (23)
MELAA	0 (0)	0 (0)	0 (0)	1 (1)	0 (0)	0 (0)	0 (1)	0 (0)	1 (0)	0 (0)	0 (0)	2 (2)
Other	0 (0)	0 (0)	0 (0)	1 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Pasifika	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Total	1 (1)	1 (2)	1 (6)	9 (15)	7 (13)	19 (10)	9 (3)	4 (2)	2 (1)	2 (1)	1 (1)	56 (55)

Commentary

- Year 13 shows clear movement out of the lower credit ranges and into 40+ credits.
- Māori students below 30 credits have reduced from 12 to 6, while those at 40+ have increased from 5 to 15.
- European students have also progressed strongly, with 17 of 21 now at 40+ credits, compared with 10 in July.
- Overall, the Year 13 distribution is now much more strongly concentrated in the 40–69 credit ranges, while the cohort has increased slightly from 55 to 56.

There has been a strong positive movement since July for taiohi Māori, particularly at Years 12 and 13: Year 12 Māori at 50+ rise from 3 to 12, and Year 13 Māori at 40+ rise from 5 to 15.

Māori and non-Māori comparison – 2 September 2026

Year 11 / Level 1

Group	Total students	Below 20 credits	20–39 credits	40+ credits
Māori	36	7 (19%)	10 (28%)	19 (53%)
Non-Māori	50	4 (8%)	7 (14%)	39 (78%)
Total	86	11 (13%)	17 (20%)	58 (67%)

Year 12 / Level 2

Group	Total students	Below 20 credits	20–39 credits	40+ credits
Māori	22	2 (9%)	5 (23%)	15 (68%)
Non-Māori	47	1 (2%)	11 (23%)	35 (74%)
Total	69	3 (4%)	16 (23%)	50 (72%)

Year 13 / Level 3

Group	Total students	Below 20 credits	20–39 credits	40+ credits
Māori	24	2 (8%)	7 (29%)	15 (63%)
Non-Māori	32	1 (3%)	9 (28%)	22 (69%)
Total	56	3 (5%)	16 (29%)	37 (66%)

Commentary

- Māori students have made strong progress since 28 July across all three year levels, with clear movement out of the lower credit ranges and into 40+ credits.
- At Year 11, Māori students at 40+ have increased from 38% to 53%; at Year 12, from 45% to 68%; and at Year 13, from 22% to 63%.
- The Māori/non-Māori gap has therefore narrowed substantially at Years 12 and 13. At Year 12, 68% of Māori and 74% of non-Māori are now at 40+; at Year 13 the figures are 63% and 69% respectively.
- Year 11 remains the clearest equity focus, although the Māori position has also improved markedly. Overall, the September snapshot is positive: around two-thirds or more of both Māori and non-Māori students at Years 12 and 13 are now at 40+ credits, with Māori showing particularly strong upward movement since July.

2. Personnel

2.1 Staffing

Teaching staff Intentions 2027

The annual intentions survey has been distributed, due 7 September. The survey asks about intentions to remain at THS or not, and asks about aspirations, how these can be supported (e.g. PLD), preferred teaching levels subjects, responsibilities staff may be interested in, whether online teaching is a possibility, and other considerations for the timetable team.

3. Finance and Property Management

3.1 Property and Finance Reports

The Finance and Property Committees met on Tuesday 1 September 2026 and are reported back on committee business.

The Finance Report and Property Report by the Business Manager, and draft minutes for the committees are available for board oversight.

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

As highlighted previously Finance and Property Committee matters are available to all board members on the Board Shared Drive.

Links: [FINANCE](#) – [2026 FINANCE](#)

[PROPERTY](#) – [2026 PROPERTY](#)

4. Physical and Emotional Environment

4.1 Roll

Roll as of 2 September 2026

Gender	Type	Count	Year 9	Year 10	Year 11	Year 12	Year 13
Female		218	43	40	55	49	31
	AE	1	0	1	0	0	0
	FF	14	0	0	5	6	3
	NA	1	0	0	1	0	0
	RE	201	43	39	48	43	28
	SA	1	0	0	1	0	0
Male		196	39	55	46	29	27
	AE	3	0	2	1	0	0
	FF	7	0	0	3	2	2
	RE	180	37	53	39	26	25
	SA	6	2	0	3	1	0
Total		414	82	95	101	78	58

Includes 2 Year 9 males enrolled, due to start week 8.

SA = satellite unit (Goldfields) = 7 – not on our roll, so true total = **407**

407 = 386 RE residents, **21** International)

So, a **RE** net increase of one (1)

- Year 9 from 78 to 82 (+4)
- Year 10 from 93 to 95 (+2) – includes two AE (one male, one female)
- Year 11 from 92 to 89 (-3)
- Year 12 – unchanged
- Year 13 from 55 to 53 (-2) – reflecting leaving for employment

Last snapshot (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**

2025 comparison - Roll as of 19 August 2025

Gender (Type)	Count	9	10	11	12	13
	×	^	^	^	^	^
	×	^	^	^	^	^
Female	219	42	56	58	38	25
Female (AE)	1	0	1	0	0	0
Female (FF)	15	0	1	10	3	1
Female (RE)	202	42	53	48	35	24
Female (SA)	1	0	1	0	0	0
Male	182	50	37	30	38	27
Male (FF)	5	0	0	0	4	1
Male (RE)	173	50	34	29	34	26
Male (SA)	4	0	3	1	0	0
Total	401	92	93	88	76	52

SA = satellite unit (Goldfields) – not on our roll, so true total = **396 (376 residents, 20 International)**

At of 21 Aug 2024, the roll was **394**, including 19 international, so **375 residents)**

Overall: RE increased from **375 to 386** at this (approximately) this time last year.

4.2 Attendance

Term 3 Attendance

Weekly average attendance by year level (half day%)

- Week 7 incomplete
- Year 13 attendance is concerning, and a focus of attention for senior DP and Kaiāwhina
- Sickness rates have been very high, but – despite what has been reported across NZ, our Term 3 figures are better than in 2025.

Week of Term 3	Week of Year	Year 9	Year 10	Year 11	Year 12	Year 13	ALL
1	21	88.9	85.1	83.5	88.9	76	84.8
2	22	85.6	84.7	84.7	88.8	72.5	83.9
3	23	84.8	80.6	80.1	79	66.4	78.9
4	24	82.6	83.8	78.1	82.1	71	80
5	25	83.5	83.9	82	81.3	76.7	81.8
6	26	87.5	83.1	82.5	86.1	72	82.8
7	27	87.2	82.4	79.4	84.3	70.4	81.3
8							
9							
10							

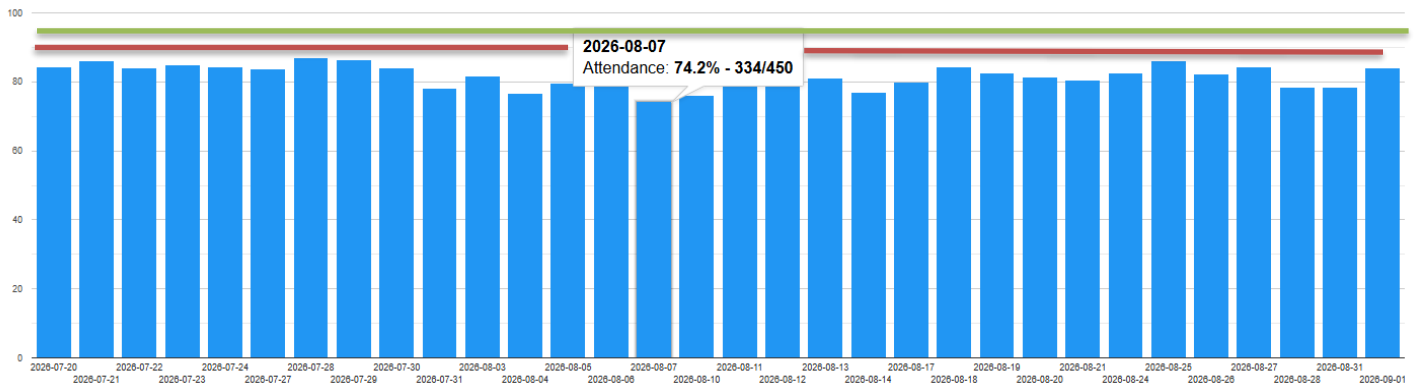
Term 3 last year

Week		Year 9	Year 10	Year 11	Year 12	Year 13
1	20	84.2	81.5	85	79	68.6
2	21	85.6	76	82.5	83	68.6
3	22	82.4	76.2	80.6	82.3	71.1
4	23	78.2	75.2	78.4	73.9	67.5
5	24	76.9	76.6	74.9	76.5	68.8
6	25	78.9	69.4	69.3	70.8	62.2
7						

Comparing the first **six weeks of Term 3** for 2026 and 2025.

- **Average attendance is stronger overall in 2026.** Across all year levels, the average is about **81.5%**, compared with **76.1% in 2025** — an improvement of approximately **5.4 percentage points**.
- **Every year level has improved on 2025.** The largest gains are in **Year 10 (+7.7 points)** and **Year 12 (+6.8 points)**. Year 13 is up **4.6 points**, Year 9 **4.5 points**, and Year 11 **3.4 points**.
- **The biggest difference is later in the term.** In Week 6, the average across year levels was about **82.2% in 2026 compared with 70.1% in 2025** — a substantial **12-point improvement**.
- **2026 has avoided the pronounced Term 3 decline seen last year.** In 2025, attendance fell sharply through Weeks 4–6, particularly in Years 10–13. This year, attendance dipped around **Weeks 3–4** but then **recovered in Weeks 5–6**.
- **Year 13 remains the main area of concern**, averaging about **72.4%**, despite being appreciably better than the **67.8%** recorded over the equivalent period last year. All other year levels are averaging above **81%**.

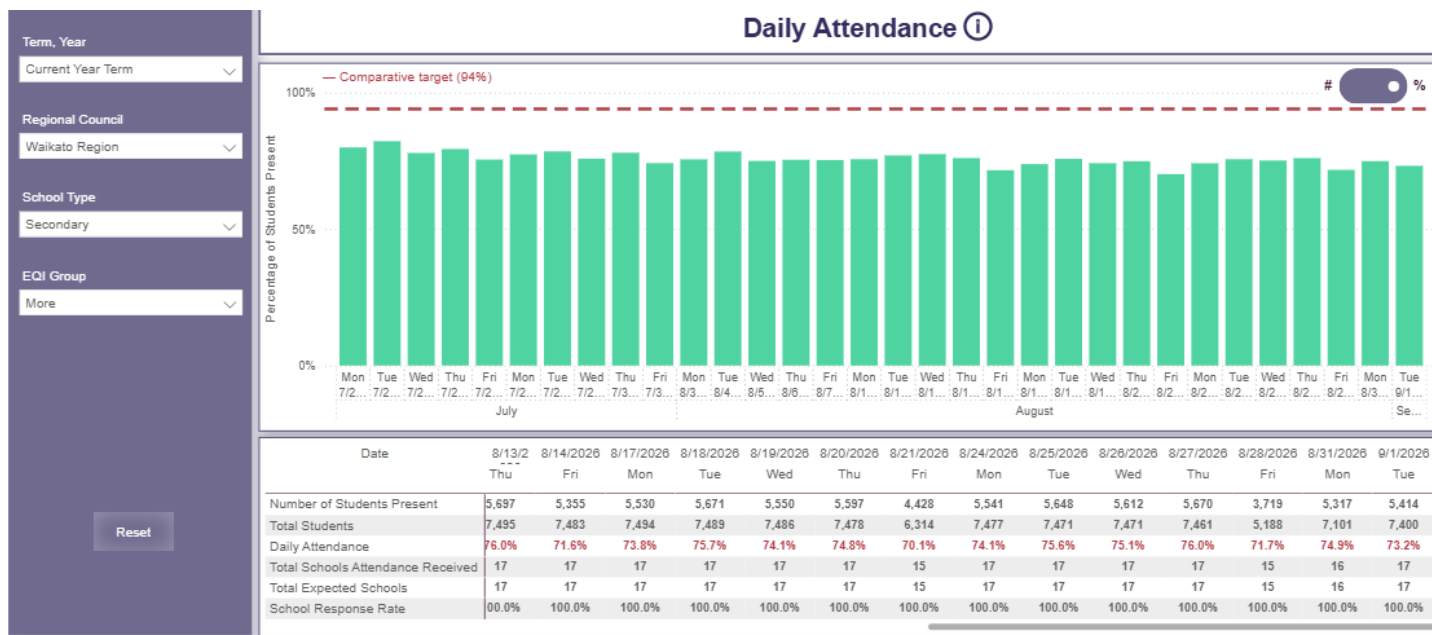
Term 3 Daily Attendance (1/2 day present %)



Key: — = 94% daily target to meet the 80% target of attending regularly (90%+) —

For the Waikato, secondary schools (EQI filter – schools more of our type)

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



Our EQI is closer to 'many' than 'moderate' SE needs, so that is what is shown above, but some average figures for 'moderate' are below.

Daily Attendance	78.2%	77.7%	82.1%	82.6%	82.9%	80.6%	77.0%	83.7%	84.5%	85.9%	83.6%	81.3%	84.4%	84.6%
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The broad band EQI filter (fewer, moderate, many) does not allow good comparisons to be made. We fit between the two averages.

It will be noted that the pattern for our school is similar (i.e. the ups and downs), with exceptions. Often, Friday attendance is lower than Thursday and Monday.

- The **Friday** of Spirit Week (7/8/2026) - activities day was 74% which was down from Sprit Week 2025: 80 % but still much better than in 2024 (64%), so that is positive. Average attendance was about the same as the previous Friday (81.6%). 74% was only slightly lower (4 pp) than the previous Friday (78%) so the Friday effect can be seen as being bigger that the Spirit Week effect. It was 6 pp lower that the Thursday before.

Daily attendance - the last 3 weeks

- The frequency of attendance below 70% or below 80% increase with year level.
- Year 13 a worry.

Date	Year 9	Year 10	Year 11	Year 12	Year 13	ALL	Waikato MORE	Waikato Moderate
Monday 2026-08-10	83.8	76.6	70.9	84.3	62.7	76	76	80
2026-08-11	82.5	87	82.3	88.2	78	83.9	77	81
2026-08-12	85.1	87.5	84.3	80.4	67.8	82.1	78	81
2026-08-13	83.8	84.9	75.9	85.1	75	81.1	76	81
Friday 2026-08-14	77.9	82.8	77.3	72.7	71.6	77	71	78
Monday 2026-08-17	85.7	77.6	79.5	82.2	74.1	80	74	82
2026-08-18	85.7	84.4	82.9	88.2	81	84.5	76	83
2026-08-19	81.8	84.9	85.4	81.7	75.9	82.6	74	83
2026-08-20	81.2	85.8	82.7	80.4	74.1	81.5	85	81
Friday 2026-08-21	83.1	87	79.3	73.7	78.4	80.6	70	77
Monday 2026-08-24	87.8	83.7	85.1	85.5	65.8	82.6	74	84
2026-08-25	87.8	85.3	86.5	91.5	76.3	86	76	85
2026-08-26	87.7	81.1	84.5	86.9	67.9	82.4	75	86
2026-08-27	88.5	86.8	79.8	85.5	80.7	84.3	76	83
Friday 2026-08-28	85.9	78.3	76.3	80.9	69.3	78.5	71	81

Comments

- Attendance is tracking at the level of Waikato schools with fewer socioeconomic barriers than our own context might predict. The Ministry's 2026 EQI reporting groups are Fewer (344–429), Moderate (430–493), and More (494–569). Our EQI of 488 therefore places us near the very top of the Moderate range, only 6 points below the More threshold of 494.
- Across the last three weeks, our average attendance was 81.5%, compared with 81.7% for Waikato Moderate-EQI secondary schools — essentially the same level of attendance.
- This is particularly positive given our position within the EQI range: our 488 EQI is much closer to the More group (494–569) than to the lower end of the Moderate range (430).
- Our attendance was 6.2 percentage points above the Waikato More-EQI average of 75.3% across these three weeks. In other words, despite sitting close to that EQI group socioeconomically, our attendance is currently stronger.
- There has also been a positive trend across the three weeks, with our weekly attendance increasing from approximately 80.0% to 81.8% and then 82.8%, rather than showing the deterioration through Term 3 evident in some of our historical data.
- The main remaining issue is consistency. Attendance varies considerably between days and year levels, with Year 13 continuing to be the clearest concern, while Years 9–12 are generally

contributing to an overall attendance rate comparable with the Waikato Moderate group. There is still significant day-to-day variation, particularly associated with Fridays and some senior attendance. The overall comparison is encouraging, but lifting the lower-attendance days remains the clearest opportunity for further improvement.

Attendance Service Referrals (CAPS)

C Ashforth

4.3 Summary of Leavers and Enrolments

Summary of Leavers and New Students: 30/7/2026 – 4/9/2026

Year	New	Notes	Left	Notes
9	3 (1F, 2M)	3 new RE students; all Māori	0	–
10	0	–	0	–
11	2 (2M)	1 new RE student; 1 new AE student; 1 Māori, 1 European	2 (1F, 1M)	1 to another school; 1 left for employment
12	0	–	0	–
13	0	–	1 (1F)	Leaving destination = employment
TOTAL	5 (1F, 4M)		3 (2F, 1M)	

4.4 Stand-downs and Suspensions

- There have been **four (4)** stand-downs and **one (1)** suspension in the period 29 July to 2 September 2026.
- Board members may refer to the [stand-downs and suspensions summary](#) for a breakdown of reasons and taiohi / students (year level, gender, and ethnicity).

	In this period	Year to date (2 Sept)	Last update (29 July)	Total as of 20 Aug 2025	Total as of July 2025	2025 total	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	4	21	17	9	9	11	26	38	46	52	29
Suspensions	1	3	2	2	2	3	4	7	2	7	9
Exclusions / expulsions	0	1	1	1	1	2	0	0	0	1	2

Stand-downs, suspension and exclusions are 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 balancing the individual right to education and the preservation of a safe environment for all (all practicable steps).

5. Compliance

5.1 2027 School Year

Looking ahead to 2027 start and end dates, and term dates

- includes two curriculum 'teacher only' days, and one other board approved TOD

Proposed dates are presented here. I can assure the board that this meets the *minimum* days open for instruction (376 half days, 188 full days)

There should be a motion to accept these dates.

2027 Dates – summary

Term	Date Start		Date Finish		Days	Weeks
One	Thu, 28 Jan 2027		Fri, 9 Apr 2027		47	10
Two	Tue, 27 Apr 2027		Fri, 2 Jul 2027		46	10
Three	Mon, 19 Jul 2027		Fri, 24 Sep 2027		49	10
Four	Mon, 11 Oct 2027		Wed, 15 Dec 2027		46	10
Totals	Thu, 28 Jan 2027		Wed, 15 Dec 2027		188	40

In 2027 Easter is in Term 1, so we get Easter Tuesday along with Good Friday and Easter Monday. This pushes out the end date for the school year to Wed 15 December 2027

Closedown period 2026/2027: Thursday 17 December 2026 to Tuesday 19 January 2027 - the annual closedown period is 20 weekdays (excluding statutory holidays)

Staff only days (not open for instruction)

Monday 25 January 2027 & Tuesday 26 January 2027 - schedule to be confirmed

Wednesday - Staff only & Senior Course confirmation (as needed) - schedule to be confirmed

Open for instruction

Thursday 28 January 2026 - Year 9 & 13 start - Pōwhiri & orientation

Friday 29 January - Years 10-12 start (with Years 9 & 13 continuing)

Tuesday 2 February - Years 9-13 continue

NB. Open for instruction regulations may be changed, but currently to count all year levels need have access to instruction - this again could be 'online' for Thursday 28 January for Years 10-12 (as in 2026).

Term dates

Term 1

Starts Thursday 28 January and ends Friday 9 April 2027

Public holidays: Waitangi Day – Saturday 6 February observed on Monday 8 February, Good Friday – 26 March, Easter Monday – 29 March, Easter Tuesday – 30 March (a school holiday).

Term 2

Tuesday 27 April to Friday 2 July 2027

Public holidays: (Anzac Obs. – Monday 26 April) King's Birthday – Monday 7 June, Matariki – Friday 25 June.

Term 3

Monday 19 July to Friday 24 September 2027

Term 4

Monday 11 October to Wednesday 15 December

Public holiday: Labour Day – Monday 25 October.

Terms 2026

Term 1 (9 weeks)

Starts Monday 2 February and ends Thursday 2 April 2026

Public holiday: Waitangi Day – Friday 6 February.

Term 2 (11 weeks)

Monday 20 April to Friday 3 July 2026

Public holidays: Anzac Day – Saturday 25 April (Anzac Day observed on Monday 27 April) and King's Birthday – Monday 1 June.

Term 3 (10 weeks)

Monday 20 July to Friday 25 September 2026.

Term 4 (10 weeks)

Monday 12 October to Wednesday 17 December 2026

Ngā manaakitanga



Michael Hart

Tumuaki/Principal