



PUKEKOHE HIGH SCHOOL

Purpose:

Our purpose is to be a positive place of learning where people are challenged and equipped to fulfil their potential and to achieve their aspirations.

Our goal:

We aim to be an outstanding New Zealand secondary school by 2010. In particular, we aim to be respected for the quality of -

- *our academic programmes;*
- *the opportunities we present to our students in the areas of the arts, culture, service and sports; and*
- *our pastoral care.*

AGENDA

APRIL MEETING 2011 NOTICE OF MEETING

A meeting of the Board of Trustees of Pukekohe High School will be held
6pm Monday 9th May 2011
In the staff room meeting room

| | Page | Time Allocation (minutes) |
|--------------------------------------------------------------------------------------------------------------|-------|---------------------------|
| SECTION A: ADMINISTRATION | | |
| A1 Administration | 1-9 | 10 |
| SECTION B: MATTERS FOR DISCUSSION | | |
| B1 Review data management progress | | 5 |
| B2 Te Kotahitanga Report | 10-14 | 5 |
| SECTION C MATTERS FOR DECISION | | |
| C1 Liquor License - Application from Pukekohe High School Child Care Centre Fundraising Ball Committee (Sig) | 15 | 10 |
| C2 School Zone Enrolment Scheme (Sig) | 16 | 10 |
| C3 10 Year Plan Project Management | 17 | 10 |

SECTION D: MATTERS FOR MONITORING

D1 Principals Monitoring Report 18-22
ML 1.2.2 Student Relations; ML 1.2.5

30

SECTION E: MATTERS FOR INFORMATION

E1 Principals Information Report 23-27

SECTION F: MEETING REVIEW AND PLANNING

SECTION G: DISCRETIONARY TIME

SECTION K: OTHER MATTERS

K1

Finishing time no later than 9.30pm.

(a) Present

The following members were present at the meeting: (circle those present)

Angela Ian John Willy Tom Lindsey Alice Michael

(b) Apologies

The following apologies have been received:

(c) General Business

The following additional items are proposed for discussion under General Business:

| Item | Time Allocation |
|-------------|------------------------|
| | |
| | |

(d) Meeting Timetable

The following adjustments to the time allocation for agenda items are recorded:

| Item | Time Allocation |
|-------------|------------------------|
| | |
| | |

(e) **Timekeeper**

The timekeeper for tonight's meeting will be

(f) **Declarations of Interest**

The following interests are declared in respect of agenda items:

| Item No. | Interested Party |
|----------|------------------|
| | |

The following changes are to be made to the Board's register of interests.

| Interested Party | Interest |
|------------------|----------|
| | |

(g) **Correspondence**

The correspondence log for the current month will be circulated with the agenda. Trustees are invited to peruse items of correspondence during the meeting.

(h) **Minutes**

The following minutes have been circulated and are tabled for adoption:

| Date of Meeting | Board/Committee |
|----------------------------|---------------------------|
| 4 th April 2011 | Board of Trustees Meeting |

(i) **Items for Approval**

| Activity/Event | Approval |
|-----------------------------------------------------------------------------------------------------------|----------|
| Overnight and / or potentially hazardous activities for meeting of 9 May 2011 | |
| ✍ Manawatu Jazz Festival Music Trip (30). 3 days. Palmerston North. Depart 10am 3 June, return 7pm 5 June | |
| ✍ Provisional approval sought for Social Science trip to South America July 2012. | |

In respect of the above items, the Principal certifies that all necessary legal and regulatory requirements have been complied with.

(j) **Other**

RECOMMENDATION:

1. *THAT the administration items on this agenda be accepted.*

Trustees are reminded of section 7(4) of the Board's standing orders, which provides as follows:

- (4) Where an item is not on the agenda for a meeting, that item must be dealt with in accordance with section 46A of LGOIMA.

Section 46A of the Local Government Official Information and Meetings Act 1987 provides as follows:

- (7) An item that is not on the agenda for a meeting may be dealt with at the meeting if—
 - (a) The local authority by resolution so decides; and
 - (b) The presiding member explains at the meeting at a time when it is open to the public,—
 - (i) The reason why the item is not on the agenda; and
 - (ii) The reason why the discussion of the item cannot be delayed until a subsequent meeting.

- 7A Where an item is not on the agenda for a meeting,—
 - (a) That item may be discussed at that meeting if—
 - (i) That item is a minor matter relating to the general business of the local authority; and
 - (ii) The presiding member explains at the beginning of the meeting, at a time when it is open to the public, that the item will be discussed at the meeting; but
 - (b) No resolution, decision, or recommendation may be made in respect of that item except to refer that item to a subsequent meeting of the local authority for further discussion.



PUKEKOHE HIGH SCHOOL

***Minutes of a meeting of the Board of Trustees of Pukekohe High School
held at 6pm on Monday 4th April 2011 in the Staff Room***

SECTION A: ADMINISTRATION

- A1** Angela welcomed the Head Students who were invited to the meeting to meet board members and speak about their roles and goals as senior leaders.

SECTION B: MATTERS FOR DISCUSSION

- B1** Never Walk Alone Trust
- B2** Board Training Requirements

SECTION C: MATTERS FOR DECISION

- C1** Draft Annual Accounts
Statement of Variance
- C2** School Charter
- C3** 2011 Budget Amended (1 March Roll)
Roll Review

SECTION D: MATTERS FOR MONITORING

- D1** Principals Monitoring Report
Report for Ends Policies 2010 performance; ML 1.2.1
Risk Management

SECTION E: MATTERS FOR INFORMATION

- E1** Principals Information Report

SECTION F: MEETING REVIEW AND PLANNING

SECTION G: DISCRETIONARY TIME

SECTION K: OTHER MATTERS

Section A: ADMINISTRATION
(a) Present

The following members were present at the meeting.
Angela, Willy, Ian, Alice, John, Lindsey, Tom

(b) **Apologies:** Michael

Visitors: Peter Mathias; Nathan Ngatai

(c) **General Business**

The following additional items were proposed for discussion under General Business:

| Item | Time Allocation |
|----------------------------------|-----------------|
| Principals Appraisal | 5 |
| Next step for GETS advertisement | 10 |
| Public attendance at meetings | 10 |

(d) **Meeting Timetable**

There were no adjustments to the meeting time table

(e) **Timekeeper**

The time keeper for the meeting was Angela

(f) **Declarations of Interest**

There were no Declarations of Interests in respect of agenda items

(g) **Correspondence**

Members were invited to view the correspondence folder

(h) **Minutes**

The following minutes were presented for approval

| Date of Meeting | Board/Committee |
|--------------------------------|--------------------------|
| 28 th February 2011 | Board of Trustee Meeting |

THAT the administration items on this agenda be accepted with the exception of the schedule of activity/events overnight and/or potentially hazardous activities for the Curriculum based overseas trip – Vietnam/Malaysia. Lindsay is to check the RAMS documents for this event and if satisfied he will approve the trip on behalf of the board.

Angela/Willy

Carried

BOT/04042011/001

The board were advised that the Duke of Ed Gold Tramp to the Hunua Ranges has no female adults to accompany the trip. Parents of students attending the camp have been advised and have signed a document indicating they have been informed and approve their child to attend the trip. In approving this event, members of the board voiced concern at this at this situation however approved the event.

Section B: MATTERS FOR DISCUSSION

B1 Never Walk Alone Trust

B2 Board Training Requirements – board were advised of STA annual conference and a half day seminar.

Section C: MATTERS FOR DECISION

C1 Draft Annual Accounts & Statement of Variance

THAT the Board approves the 2010 draft annual accounts report to be forwarded to the Auditors.

*Angela/Willy
Carried*

BOT/04042011/002

A report detailing queries raised by members is to be forwarded to board members via e mail.

- o Learning Resources - Information Technology ledger;
- o Extra Curricular ledgers
- o List of Debtors as at 31/12/2010

The auditor is to be advised of corrections to the listed board members for 2010

C2 School Charter

THAT the board of trustees approves the School Charter to be forwarded to the Ministry of Education when the ENDS policies are completed.

*Willy/Michael
Carried*

BOT/04042011/003

C3 2011 Amended Budget (1 March Roll)

THAT the board approves the amended budget, (uses the confirmed March 1 roll figures), as presented.

*Angela/Lindsey
Carried*

BOT/04042011/004

Section D: MATTERS FOR MONITORING

D1 Principal's Monitoring Report

Section E: MATTERS FOR INFORMATION

E1 Principal's Information Report

Angela/Willy

Carried **BOT/04042011/005**

Section F: MEETING REVIEW AND PLANNING

The next board meeting has been scheduled to be held on Monday 9th May 2011 at 6pm

Section K: OTHER MATTERS

K1 10 Year Property Plan

Registrations of interest are to be forwarded to Lindsey and Willy who will prepare a recommendation (via email) for the board to consider which Company to appoint to prepare the 10 Year Property Plan.

K2 Principals Performance

Angela is to meet with the appraiser and report to the board at the next meeting.

K3 Meeting Protocol

Discussion followed on appropriate protocol and involvement of visitors at the board meetings.

There being no further matters the meeting closed at 8.40pm

Chairperson

Date

Correspondence Log – April 2011

| Date Received | Received From | Author | Subject | Delegated To | File Reference |
|---------------|----------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------|
| 24/03/2011 | MOE | Vivien Knowles | 2011 Enrolment Scheme Review | | 00/04 |
| 07/04/2011 | Te Kahui Kura o Nga Hau e Wha | Raemon Matene | Request to address Board Meeting | Emailed to Angela | 01/04 |
| 07/04/2011 | MOE | Vivien Knowles | MOE Funded Training and Support for BOT | | 02/04 |
| 08/04/2011 | NZSTA | | Auckland Branch Report – A Word from the Chair ; National Council Report Trustee Training Opportunity ; Te Koru Puawai Update ; Auckland Branch Half Day Workshop ; Free Professional Development on Standards ; Chairs Spirit of Adventure ; Emergency Staffing Scheme | | 03/04 |
| 12/04/2011 | MOE | Chris Day | Training for Board – Te Kotahitanga | | 04/04 |
| 13/04/2011 | MOE | Robert Overton | Property 5 Year Plan | | 05/04 |
| 02/05/2011 | Pukekohe High School Child Care Centre | Amy Tipene | Approval for a Special Licence related to holding a fundraising ball in Cobham Hall, Pukekohe High School on 12 th November 11 | | 06/04 |
| 05/05/2011 | Office of Rodney Hide | Rodney Hide | Allocation of Budget for Park Side School | | 07/04 |
| 05/05/2011 | MOE | Sandra Orr | 5ya Property Planning Seminar | | 08/04 |
| | PPTA | | Volume 32 No: 2 | | |
| | STA News | | 2011 Issue 212 | | |
| | Gazette | | Volume 90. No: 6; 7 | | |

SECTION B: MATTERS FOR DISCUSSION *Items in this section of the agenda are strategic, high-priority matters requiring careful deliberation by the Board, usually with a view to shaping the Board's policies.*

B1 Review Data Management Progress

B2 Te Kotahitanga Report

Te Kotahitanga - Report to Board of Trustees – to year ending 2010

*Prepared by: Rachel Schanzer
Lead Facilitator Te Kotahitanga Pukekohe High School*

Vision

Our purpose is to be a positive place of learning where people are challenged and equipped to fulfil their potential and to achieve their aspirations.

1) *The Education review Office report 2010*

Areas for review and further development

Increasing the focus on Maori and Pacific students. Although school initiatives to promote greater success for Maori students have been extended since the 2009 ERO review, a stronger focus on improving outcomes for Maori and Pacific learners is necessary to accelerate the pace of change. Increasing Maori and Pacific student success should be a priority for the board and school leaders.

2) The facilitation team

| Facilitator | Time | Roles |
|-------------------------------------------------------------|------------------------------------|------------------|
| Rachel Schanzer | .7 | Lead facilitator |
| Gavin McKenzie | .4 left term three (not replaced) | Facilitator |
| Tukahia Ngataki | .4 | Facilitator |
| Nadia Rolleston/Amy Tipene (return from Maternity leave) | .4 | Facilitator |
| Colin Webster | .4 | RTL B |
| Sara Matthews | .2 | Team Solutions |

The year began with two new facilitators Colin Webster (RTL B) who needed to be fully trained and attended Mana Hau training Hui. Sara Matthews from (Team Solutions) who came to us trained. Nadia Rolleston continued in Amy Tipene's maternity leave position until part way through term 2. We appreciate the support from the RTL B cluster and their show of support for Te Kotahitanga by allowing Colin to be a facilitator in our school based team. Sara Matthews from Team Solutions has provided a depth of knowledge and an overview as she has worked in 4 Te Kotahitanga schools this year. Sara assisted in the development and delivery of team Professional Development as well as staff Professional Development and worked with 6 teachers in the observation cycle. Nadia was appreciated for her dedication and focused input into all aspects of the program. Her insight and thinking has been missed.

Cohort 4

Term 1 we had our first small 2 day Hui Whakarewa to bring on our new staff and the remaining longer serving staff. This was scheduled for Nga Hau E Wha Marae and another tangi had us re-locate to Tukahia's Marae, Whatapaka Marae.

We had 14 staff participate as well as 3 of the RTL B's from the cluster. It was a very successful hui where the emotion and kaupapa of the Te Kotahitanga program was lived and felt.

3) Staff involvement

We now have four cohorts of teachers on the programme.

Cohort 1 (2007) Began 2010 with 24 and ended with 22. 12 of the remaining teachers of this Cohort were semi-graduated this year. We were unable to cover a full observation cycle due to the number of teachers in the project. These teachers have had a Walk through observation and a feed back sheet for them to do their own reflection and goal setting from. 10 teachers from this Cohort have continued in the full observation cycle as the evidence we had told us that Te Kotahitanga practice was still not embedded enough in their teaching practice. It is worth noting that two of these are Heads of Faculty's. To ensure the mana of teachers not being semi-graduated was not compromised we informed the semi-graduates discreetly through a letter. Some of the semi-graduates have assisted us in running Professional Development POD's and have co-facilitated in our co-construction group meetings all year. This has helped to promote the spread of the reform.

Cohort 2 (2008) began 2010 with 22 teachers and ended with 20 as 2 teachers left the school. 4 of our very high implementers from Cohort 2 were also semi-graduated.

Cohort 3 (2009) began 2010 with 37 teachers and finished with 33. One teacher refuses to participate in the program and the others have left the school. Another teacher has requested a show of Manaakitanga and we do not observe them but they attend our PD and co-construction group meetings.

Term one observation data not included as one .4 facilitator was not fully trained and did not begin in earnest until late in the term and the lead facilitator went on sick leave from week 6 until the end of the term and teachers on her case load were not able to be observed.

| PD cycle | T2 | No | Comp | T3 | No | Comp | T4 | No | Comp |
|--------------------------|----|----|------|----|----|------|----|----|------|
| Observations | | 71 | 67 | | 64 | 58 | | 65 | 52 |
| Feedback | | 71 | 67 | | 64 | 58 | | 65 | 52 |
| Shadow coaching | | | 26 | | | 31 | | 65 | 39 |
| Co-construction | | 15 | 15 | | 15 | 15 | | 15 | 15 |
| Walk through observation | | | | | | | | 14 | 7 |

- ✍ The observation schedule is set up before each term begins. Changes occur due to illness; un-reported trips or unforeseen occurrences. All attempts are made to re-scheduled but are not always possible due to facilitators own teaching load. It is planned that observations and feedback occur before the timetabled co-construction meeting.
- ✍ Shadow coaching has not been timetabled but the team had a focus on trying to ensure this occurred at a higher level this year. Despite efforts not all shadow coaching occurred due to teachers not wanting to be shadow coached.
- ✍ Co-construction groups were changed from term 3 and 4 based on the feedback staff gave us. We put option teachers into their own groups so they had discussions that were purely around pedagogy and not students in common.
- ✍ Co-construction is held over 4 weeks of the PD timetable. Our term 4 Celebration co-construction hui was again very successful with staff sharing good practice with evidence to support their actions.
- ✍ Term 4 has continued to be problematic with any changes to planned observation schedule becoming harder to re-schedule due to junior exams, the strike action and teachers of senior classes whose classes were gone by the end of Week 4.

4) Professional Development

Colin Webster attended the Manu Hou 4 day Hui at the wonderful location of Nga Taiatea Wharekura, Hamilton. Waikato University Research Team provides a number of other opportunities for team professional development. **At the end of Term 1** all the .4 and .2 facilitators attended a three day Hui in Hamilton; (the Lead Facilitator was on sick leave). Looking back and looking forward was the focus of this Hui.

In May there was a three day Hui held at Ngaruwhahia for Principals and Lead Facilitators. This was attended by Rachel Schanzer and Ian McKinnon.

Term 3 there was no regional Hui this year. The Waikato team facilitated Rongohia te au (SNIFF) to get a slice of where we are at as a school on a given day and time around our embedding of the Culturally Responsive Pedagogy of Relationships. The staff and students were surveyed prior to the day. Then the Regional coordinators along with our team did a series of walk through observations (35 in total) and ranked them. From this a goal was co-constructed for the team to help focus our work for the rest of the year.

Sara Matthews did a team professional development around the Culturally Responsive Pedagogy of Relationships and Lead facilitator Rachel Schanzer ran a series of team Professional development around questioning and learning conversations. The team has also been given on going professional reading to read to assist in their development as an effective Te Kotahitanga facilitator.

- ✍ **Hui Whakarewa:** Cohort 4 at Whatapaka Marae
- ✍ **Counties Manukau Cluster group meetings:** The cluster group meetings have continued this year. The important development here is the inclusion of the Principals at these meetings. Sue Impey, Principal of Alfriston College is leading this forum with the Counties Manukau Te Kotahitanga Principals.
- ✍ **Whole staff PD:** This year we have been given only one PD slot in term 4. We offered a menu of six POD's from which staff chose two. Each was 30 minutes long then they rotated to second POD. We offered Big "C" (Culturally Appropriate Context in the classroom), Prior knowledge, Feedforward and feedback, Co-construction in the classroom, Cooperative learning and Why the Culturally Responsive Pedagogy of Relationships.
- ✍ Lead facilitator was invited to and ran a workshop at the Mana Hau training Hui in February.
- ✍ Lead facilitator and Jill Courteaud have been invited to deliver a workshop at the Te Kotahitanga conference around our Te Huarahi initiative and link it to Ownership in the GPILSEO model of sustainability.
- ✍ **Teacher voice:** An evaluation of the term 4 PD was put out to staff. An evaluation of the observation cycle and PD programme has been put out to gauge feelings about the usefulness of the programme and facilitator practice.

5) Data Analysis

Teaching interactions measured by the Te Kotahitanga observation tool shows a shift towards more discursive teaching practice since the project began in 2007.

2007 Baseline data

Traditional teaching interactions were coded at 74.87%

Discursive teaching interactions were coded at 25.13%

2010 Observation data

Traditional teaching interactions were coded at 48%

Discursive teaching interactions were coded at 52%

The data that records the evidence of the Culturally Responsive Pedagogy of Learning/Relationships (side 2 of the observation tool), show there is still significant shifts that need to be made around the implementation of the Culturally Appropriate and Culturally Responsive contexts for learning.

PART B: Challenges and Issues

- ✍ Whole school ownership and imbedding of the programme. Waikato research team have responded to the challenges of this for Principals and Leadership Teams. It acknowledges while a framework (GPILSEO) has been developed to be implemented by the Principals to support the ownership and spread of the Professional Development Programme, it has realised more training needed to be done with Principals the Leadership Team.
- ✍ In Term three Waikato ran a second Leadership co-construction Hui with our Senior Leadership team. From this a goal was co-constructed around next steps to engage Middle managers.
- ✍ A co-construction type meeting was run with Faculty Leaders in term 4 to ask them what they were doing in response to the school Goal of raising our Maori student achievement and to share their evidence of this.
- ✍ It is important that leadership and middle management co-construction become a new institution, on a term by term basis so plans can be made, reviewed and adjusted as necessary around our effectiveness of reaching our goal of raising our Maori student achievement.

- ✍ Other new institutions that can be investigated as a result of these co-construction is to interrogate the effectiveness of what we offer in terms of alternative programs for those of our Maori students who are not engaging in traditional programs on offer, in particular from Yr 11 onwards.

Areas for improvement

Ownership and understanding throughout our school is still erratic and is happening in pockets. Positioning and ownership of our Middle Leaders needs to be addressed. The Leadership team need to challenge the positioning of the middle leaders through PD that is aimed at understanding the WHY? And then support them into the HOW?

1. *Evidence:* We continue to provide Waikato with our attendance and asTTle data however they have not provided the school with summative evidence around this data. We have been informed that as part of future sustainability of the project within schools they will not be doing reports on data provided. Schools are expected to be analysing their own data in the development of new institutions. Analysis of our own junior diploma and asTTle data is not been done school wide and fed back to FL and teachers. (Yr 9 and Y10 are still the focus of the Te Kotahitanga Programme but change in practice should be taken into all classes and Year levels.)
2. *Teacher evidence:* As this is an evidence based programme the use of evidence to track not only teacher shift but achievement is essential, and an integral part of co-construction. Many teachers are still struggling with using and/or providing evidence to inform their practice. *We have made some progress this year to improve amount and quality of evidence brought by teachers.*
3. *Difficult conversations:* The challenge of changing teacher practice means that there are times when discussion with teachers can be very challenging. Some teachers are being asked to completely change their practice which can be daunting and very challenging for them. The facilitation team needs to continually evaluate their practice as a result of this. *The team PD around open to learning conversations has assisted us in this. Also a level of trust has been established which has made it easier to have those challenging conversations.*
4. *Performance management:* The work we do in Te Kotahitanga is confidential and can not be used for appraisal. As a result of this accountability for progress is between teacher and facilitator. It is critical that Faculties and Departments develop their own plans for ensuring Te Kotahitanga is being supported and implemented at this level as well. *This occurs in pockets and is not a school wide institution yet.*
5. *Maori community Engagement:* Great steps forward have been made through the planning of the Maori achievement evening and the Te Huarahi initiative. In both instances some of our whanau are at the forefront of these working alongside Te Kotahitanga facilitators and staff to make important future decisions. It is critical that the positive progresses of these initiatives are spread to engaging whanau around decisions affecting other areas in the school. *Te Huarahi Path Plan has been created and launched to the community.*
6. *NZC Principles – Foundations of curriculum decision making Pg 9.* The components that make up these principles sit alongside the Effective Teacher Profile and need to become embedded in 'how' we do what we do at PHS.
7. *Ka Hikitia – Managing for Success//Maori Education Strategy 2008-2012* This also sits along side Te Kotahitanga and has drawn on the theories and research of Russell Bishop. The essence of this is '**Maori enjoying success as Maori**'. Through the Effective Teacher Profile in Te Kotahitanga our school must own the necessity of providing a Culturally Appropriate and Culturally responsive context in order for our Maori students to enjoy success as Maori.

PART C: Plan for 2011

- ✍ *Review of the year and forward planning term 4*
- ✍ *Tracking individual Maori students, during shadow coaching next year we are developing a template to track each teachers Maori students progress and attendance for their Te Kotahitanga class to ensure learning conversations and accountability for these students is taking place. We developed a template and tried to implement this with staff. We found we did not have time to do this on top of the core business of observation and feedback. It required staff to provide more than they were prepared to do and it would required them to give up more of their time which they and we did not have time for. This initiative was sadly shelved and decided that this was the responsibility of Faculty Leaders and Heads of Departments.*
- ✍ *Imbedding Te Kotahitanga using the GPILSEO model – Leadership co-construction training.* Our second leadership co-construction meeting was held and facilitated by Robbie Lamont from Waikato and attended by the whole Leadership Team and Rachel Schanzer, Sara Mathews took minutes. It was established that nothing had happened in response to the first leadership co-construction as the Leadership Team still had no real understanding of their individual part to

play in it. A new goal was set. The leadership team committed to meeting together again before next steps with faculty leaders was to be taken, Rachel Schanzer was asked to assist in facilitating this meeting with Ian. Rachel ran a short session/PD around the leadership teams understanding of the co-construction meeting kaupapa and process of operations. The leadership team co-constructed their next steps and planned their co-construction meeting with FL's. Would like too see this new institution get up and running as part of our meeting cycle.

- ✍ *Hui Whakarewa* – Plan is to run this in Term 1 2011, week 6 due to PPTA industrial action. As the two day Hui was such a success and we will have small cohort of new teachers again we plan another two day Hui.
 - ✍ Co-construction was evaluated and adjusted during the year based on the feedback from staff. Attendance during the winter sports is still a problem. Getting more evidence being brought. The team has refined its own practice of running these to make explicit links back to the Effective Teaching Profile around interrogation of the evidence. Teachers have been asked to go back and get their evidence if they have not brought any.
 - ✍ Would still like to see co-construction around all junior classes, Te Kotahitanga team can assist in setting this up.
-

SECTION C: MATTERS FOR DECISION

Items in this section of the agenda are matters about which the Board needs to make decisions at this meeting, usually in the form of alterations to policy.

| | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: | Liquor License Application |
| Agenda reference: | Section C, Item 1 |
| Meeting Date: | 9 th May 2011 |
| Author: | Paulene Bond |
| Contact details: | 238 6089 ext 223 |
| Report Category: | Discussion / Decision / Monitoring / Information |
| Recommendations: | <i>THAT</i> the Board <i>approves/does not approve</i> an application to be made to Auckland Council by Pukekohe High School Child Care Centre for a special Licence to have Alcohol available for sale at a fundraising ball to be held in the Cobham Hall in November 2011. |
| Time allocation: | 10 Mins |

DISCUSSION

The Pukekohe High School Childcare Centre has made application to hire the Cobham Hall on Saturday 12th November 2011 to hold its bi-annual fundraising project which this year is to be a "Summer Ball".

150 tickets will be available to the public for this event which is to be fully catered and will have liquid refreshments available for sale, including alcohol and non alcohol drinks. Raffles, auctions and other activities will take place during the night and hired Security will be on site throughout the evening. Tickets will only be available to guests over 18 years of age.

The PHSCC Ball Committee is currently completing the application to the Auckland Council for a "Special Liquor Licence" which requires a written indication from Pukekohe High School Board of Trustees as to whether there is, or isn't, any objection for a Special Licence to be granted.

| | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: | Enrolment Zone |
| Agenda reference: | Section C, Item 2 |
| Meeting Date: | Monday 9 May 2011 |
| Author: | Ian McKinnon |
| Report Category: | Discussion / Decision / Monitoring / Information |
| Recommendations: | <i>THAT the board of trustees approves that the home zone within the current enrolment scheme should be retained without amendment</i> |
| Time allocation: | 10 minutes |

Comment:

Under Section 11PA of the Education Act the Board is required to complete an enrolment scheme review process.

The Board is required to review the operation of the enrolment scheme, and then ask the Secretary for Education whether he/she agrees with the continuing need for a scheme to prevent overcrowding, or the likelihood of overcrowding at the school.

In its review the Board needs to consider whether:

- a) the school continues to need an enrolment scheme to prevent overcrowding or the likelihood of overcrowding
- b) the scheme in its present form is fair and transparent in the selection of students
- c) the current scheme promotes best use of the existing network of state schools in the area
- d) the scheme excludes local students
- e) some amendment to the scheme is appropriate

In reaching its decision, the Board can come to one of three conclusions:

- a) the Board believes that the home zone in the present scheme should be retained without amendment
- b) the Board believes that the home zone in the present scheme should be amended
- c) The school no longer needs an enrolment scheme to prevent overcrowding

It is recommended (a) is approved for the following reasons:

- currently the school is close to its teaching space maximum which is 1640 students
- by seeking to remove the zone and allow the school to grow at the expense of neighbouring schools is unlikely to be approved by the MOE (note: the current scheme promotes best use of the existing network of state schools in the area)
- students wanting to come to this school are not being prevented from doing so – we have had no parental lobby's in the last few years

| | |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SUBJECT: | 10 Year Plan |
| Agenda reference: | Section C, Item 3 |
| Meeting Date: | 9 th May 2011 |
| Author: | Willy Schoppe |
| Contact details: | 021 353 803 |
| Report Category: | Discussion / Decision / Monitoring / Information |
| Recommendations: | <i>THAT the Board appoints Milne Project Management to complete the 10 Year Property Plan to be submitted to the Ministry of Education by 30th September 2011</i> |
| Time allocation: | 10 Mins |

DISCUSSION

"GETS" is an information page on the Ministry of Education web-site which advises the various stages schools are currently at with their 10 year property plans. Project Management Companies who follow the Ministry's funding system are generally aware of when boards will be seeking registrations of interest to manage the preparation of the 10yps. PHS elected to advertise on GETS in February 2011 for expressions of interest from Companies to prepare our next 10 year plan.

Six Registrations of Interest were received and reviewed by the selection panel of (Willy and Lindsey) who recommended Milne Property Management to prepare our 10 Year Plan. Following this recommendation an electronic '*matter for decision*' document was being prepared for e mailing to board members to consider.

Before confirmation of this decision was delivered to Milne Property Management, correspondence was received from Alan Milne indicating that he had no option but to withdraw his registration of interest as he believed new work commitments (involving 10 YP's for other schools) would compromise his ability to complete ours, with due diligence, by 30th June 2011.

There is a considerable volume of research and investigative work required to preparing reports describing the condition of water/sewerage etc, drains; electrical engineering; structural; Plumbing & Roofing etc along with a survey of every building on site which is required by MOE to be included with the presentation. If this work cannot be completed by schools before June 2011 the MOE will accept delayed presentation until 30th September 2011. This alternative was confirmed as an option for the board during a conversation with Robert Overton, MOE Regional Property Manager and the business manager, on Thursday 21st April 2011.

School's who submit their 10YP before 30th June 2011 will have 90% funding available for projects in the first year of the plan. While schools presenting in September, will have 50% available in the first year.

Alan Milne has confirmed he is available if selected by the board to prepare the 10yp for presentation to the MOE by 30th September 2011.

SECTION D: MATTERS FOR MONITORING

| | |
|-------------------------|---------------------------------------------------------------------------------------------------------------|
| SUBJECT | Principals Monitoring Report |
| AGENDA REFERENCE | Section D: Item 1 |
| MEETING DATE | 9 May 2011 |
| SUMMARY | Policies being monitored: ML 1.2.2 Student Relations ML 1.2.5 Financial Management |
| TIME ALLOCATION | 20 Minutes |

| | | | |
|-------------------|--------------------------|-------------|--------------|
| Title | Student Relations | | |
| Type | Management Limitation | Number | ML 1.2.2 |
| Monitoring Method | Report | Frequency | Twice a year |
| Date Adopted | January 2008 | Next review | t.b.c |

The Principal shall not cause or allow conditions—

- (a) that are physically, emotionally and/or culturally unsafe; and/or
- (b) in which students are uninformed about their progress.

Students will have access to support for their emotional and cultural wellbeing and barriers to maintaining a safe emotional and cultural environment and any issues of safety that are identified will be resolved at the earliest opportunity. This will include using strategies such as identifying and addressing bullying or harassment or bullying by exclusion to preserve the physical and emotional safety of students. School-wide approaches to bullying, including how to report bullying and student intervention to prevent bullying will be included in material discussed at form meetings and presented in assemblies and newsletters to parents.

Students will have a forum in which to discuss their concerns openly in order for individuals and groups to 'have a voice'. Student concerns will be taken seriously.

Comment:

Actions and strategies being adopted towards implementing this section of the policy:

- a) Pastoral Network Network of deans, form teachers, counsellors. Greater prominence of house assemblies
- b) Student leadership Changes made in last two years to get greater input into the student community through the appointment of prefects and student lunchtime leaders. Feedback from students has identified that the senior students around the school at lunchtime in a highly visible role has greatly enhanced feelings of safety.
- c) Student Councils Adoption of 6 student councils with focus on promoting activities and events re school community and relations between students.

- d) Peer Mediators Appointment of peer mediators by Bob Francesco who are trained to act as mediators between students in situations of disputes
- e) Safe School Practices Feedback from students – SATIS Surveys – surveys conducted with Yr 9 and 10 students that assess student satisfaction levels across a range of criteria re student wellbeing at school
- f) Teaching and Learning: The changes introduced to improve student engagement in learning also work to improve students' satisfaction with school – these measures include the recently adopted "academic conferences".

(b) Interpretation

Current students are entitled to receive on a regular basis formal and informal feedback that is going to inform them about their academic and social progress at school. Students will receive two formal reports each year giving feedback from every subject teacher. In addition, parents and students will have 3 opportunities each year to discuss concerns or issues through parent teacher interviews. NCEA students will receive copies of record of learning 4 times per year. Junior students will receive updates on progress through the Junior Diploma 3 times per year. This will include progress relative to potential ratings including information on personal qualities, including progress relative to potential, will be reported.

Comment:

Actions and strategies being adopted towards implementing this section of the policy:

- a) Formal reports: Students receive two formal reports a year compiled from subject teacher reports – reports are distributed term two and term four.
Formal reports record students level of achievement – feed forward comments regarding next steps for learning – and involvement/participation in school activities
- b) Conferences Academic conferences were introduced this year – occur between student, parent(s) and form teacher – focus is on goal setting. Second conferences are planned for term three – will be some modifications to format based upon feedback from parents and staff.
- c) On-line Access The introduction of the Ultranet learning management system has with it a component that will allow parents to access information about their student(s) learning. The "parent portal" as yet is unavailable from Ultranet but is due to be available later this year

| | | | |
|-------------------|-----------------------------|-------------|---------------|
| Title | Financial Management | | |
| Type | Management Limitation | Number | ML 1.2.5 |
| Monitoring Method | Report | Frequency | Once per term |
| Date Adopted | January 2008 | Next review | t.b.c |

Finance Report for March 2011

Grant Income: First quarter Operations grants 27 %; other grants 11%.

Investment Income: 16%

Learning Resources: Year to date 19%

☞ Department. Art -18%, Drama 38%, Photography 1.2%, Music 53%, English 24%, French 36%, Japanese 11%, Maori 30%, Media 46%, Maths 19%, PE 39% , Out Door Ed 21%, Science 4%, Ag Hort -24% Social

Sciences 32%, Commerce 21%, ESOL 39%, Learning Support 14%, Guidance 54%, Careers 26%, Gateway 49%, Transition 175%, Home Ec 24%, Information Management 26%, Technical 5.9%, Te Kotahitanga 32%.

Local Funds: Net result 43%

- ✍ Trading: Income \$149452, Expense \$117485
- ✍ International Students income \$97439, Expenditure \$29115
- ✍ Other activities: Income \$28706, Expenditure \$15334
- ✍ Donations: \$27772; (Includes Parent donations \$27722)

Administration: 24%

Property: Year to date 28%

Capital Purchases: 27% - Musical Instruments \$5969 (\$10000 grant); ICT Projector \$996; Library Shelving \$4846, Books \$6048; Gym Mats \$4110 (Grant); Text Books \$12294

General

Annual Accounts – The auditor advises he is finished with the 2010 audit and has returned the papers to Edtech for minor adjustments before they are to be forwarded to the MOE.

Reports - Opportunity to make improvements to the finance reports we used prior to moving to Edtech. It is expected a more efficient management system between the two sites will result. Now that audits are complete more time is available for preparation of a monthly cash flow projection document and work will commence on this shortly.

BANKING STAFFING REPORT: 5th May 2011

Given the impact that staffing costs have on the school's finances; an update on the school's staffing is included with the finance report. Essentially our goal has been to reduce the cost associated with Board funded teachers. PHS Teaching Staff:

| | <u>2010</u> | <u>2011</u> |
|----------------------------|-------------|-------------|
| Senior Management | 5 | 5 |
| Teachers – Full-time (T/S) | 78 | 87 |
| Teachers – Part-time (T/S) | 2.91 | 2.24 |
| Teachers – Bulk Grant | 5 | 3 |
| Teachers – IT Music | 1.36 | 1.26 |
| Super Numerary | 0 | 1 |
| Total Teachers | 92.27 | 98.50 |

Staffing Entitlement:

2010 – 96.34

2011 – 98.75

Comparison of over/under-usage YTD:

2010 – 12.75 under

2011 – 4.00 under

General Comments:

At the beginning of last year we had 9.5 teachers being paid from BG (ledger 15030) in order to reduce our over-use penalty. This year we currently have only 1 teacher in this ledger.

There has been an increase in the use of relief teachers this year. To date this year we have used 18.72 FTEs in relief compared to 5.74 FTEs at the same time last year.

Pukekohe High School

09 May 2011, 09:02:36 AM

Summary INCOME & EXPENDITURE REPORT
for the period ending March 2011

| ACTUAL LY TO DATE | | | ACTUAL THIS MONTH | ACTUAL YR TO DATE | BUDGET ANNUAL | Variance to Budget | % Spent/ Rec to date |
|----------------------|-------------------------------------------------------------------|----|----------------------|----------------------|------------------|-----------------------|-------------------------|
| | INCOME | | | | | | |
| 600,293 | GOVERNMENT GRANTS | 2. | 6,779 | 621,635 | 2,706,703 | (2,085,068) | 23 |
| 956,030 | MOE TEACHER SALARIES | | 554,421 | 1,545,583 | 6,060,335 | (4,514,752) | 26 |
| 480,282 | MOE USE OF LAND & BUILDINGS | | 0 | 0 | 1,921,136 | (1,921,136) | 0 |
| 6,007 | INVESTMENT INCOME | | 1,485 | 5,428 | 35,000 | (29,572) | 16 |
| | LOCALLY RAISED FUNDS | 1. | | | | | |
| 67,609 | Donations/Fundraising/Activities | | 48,197 | 60,663 | 186,600 | (125,937) | 33 |
| 124,911 | International Students | | (11,504) | 68,324 | 133,136 | (64,812) | 51 |
| 14,659 | Community Education | | 678 | 13,372 | 11,527 | 1,845 | 116 |
| 32,751 | Net Trading | | (12,480) | 31,967 | 41,200 | (9,233) | 78 |
| 239,930 | | | 24,891 | 174,326 | 372,463 | (198,137) | 47 |
| 2,282,542 | TOTAL INCOME | | 586,091 | 2,346,972 | 11,095,637 | (8,748,665) | 21 |
| | less EXPENSES | | | | | | |
| | LEARNING RESOURCE EXPENSES | 4. | | | | | |
| 1,660 | Library | | 481 | 2,636 | 4,855 | 2,219 | 54 |
| 62,718 | Curriula | | 14,312 | 67,564 | 365,090 | 297,526 | 19 |
| 19,431 | Curriula Other | | 6,660 | 18,125 | 75,050 | 56,925 | 24 |
| 7,472 | Extra Curriula | | 898 | 17,030 | 73,440 | 56,410 | 23 |
| 19,384 | Staff Development | | 6,318 | 13,326 | 97,800 | 84,474 | 14 |
| 240,828 | Staff Expenses | | 66,028 | 128,755 | 761,813 | 633,058 | 17 |
| 351,493 | | | 94,697 | 247,436 | 1,378,048 | 1,130,612 | 18 |
| | ADMINISTRATION EXPENSES | 5. | | | | | |
| (5,714) | Audit/Accounting | | 860 | 2,580 | 20,667 | 18,087 | 12 |
| 5,974 | BOT Expenses | | 0 | 146 | 16,963 | 16,817 | 1 |
| 4,479 | Communication | | 2,133 | 4,698 | 17,200 | 12,502 | 27 |
| 10,087 | General/Consumables/Legal | | (2,625) | 12,481 | 41,706 | 29,225 | 30 |
| 17,258 | Risk Management | | 0 | 23,446 | 17,500 | (5,946) | 134 |
| 90,447 | Staff Expenses | | 35,009 | 91,225 | 453,124 | 361,899 | 20 |
| 122,531 | | | 35,377 | 134,576 | 567,160 | 432,584 | 24 |
| | PROPERTY EXPENSES | 6. | | | | | |
| 3,516 | Caretaking/Cleaning | | 2,683 | 7,141 | 22,500 | 15,359 | 32 |
| 280 | Consultancy & Contract Services | | 150 | 518 | 10,000 | 9,482 | 5 |
| 3,160 | Grounds | | 4,266 | 6,973 | 32,900 | 25,927 | 21 |
| 22,933 | Heat, Light, Water | | 3,363 | 17,082 | 175,000 | 157,918 | 10 |
| 315 | Rates | | 0 | 348 | 1,300 | 952 | 27 |
| 34,572 | R&M/Cyclical Maintenance | | 6,548 | 96,975 | 159,436 | 62,461 | 61 |
| 84,742 | Staff Expenses | | 29,819 | 92,901 | 391,593 | 298,692 | 24 |
| 149,518 | | | 46,829 | 221,938 | 792,729 | 570,791 | 28 |
| 942,630 | MOE TEACHERS SALARIES | | 554,421 | 1,545,583 | 6,060,335 | 4,514,752 | 26 |
| 480,282 | MOE USE OF LAND & BUILDINGS | | 0 | 0 | 1,921,136 | 1,921,136 | 0 |
| 99,999 | DEPRECIATION | | 30,000 | 90,000 | 360,000 | 270,000 | 25 |
| 0 | IMPAIRMENT FIXED ASSETS / DEBT | | 0 | 0 | 0 | 0 | 0 |
| 0 | GAIN/LOSS ON SALE - FIXED ASSET | | 0 | 0 | 0 | 0 | 0 |
| 2,146,453 | TOTAL EXPENDITURE | | 761,324 | 2,239,533 | 11,079,408 | 8,839,875 | 20 |
| 136,089 | Surplus (Deficit) | | (175,233) | 107,439 | 16,229 | 91,210 | 662 |
| | Income less expenditure transferred to Equity | | | | | | |
| | Estimated Cash Flow | | | | | | |
| 0 | Add Back - Cyclical Maintenance | | 0 | 0 | 0 | 0 | 0 |
| 99,999 | Add Back - Depreciation Expense | | 30,000 | 90,000 | 360,000 | 270,000 | 25 |
| (61,499) | less - FIXED ASSET PURCHASES | 4. | (11,373) | (49,118) | (182,385) | 133,267 | 27 |
| 0 | less - Finance Lease & Loan Repay | 4. | 0 | 0 | 0 | 0 | 0 |
| 174,589 | Estimated Cash Movement | | (156,606) | 148,321 | 193,844 | (45,523) | 77 |
| | Note cash movements in Balance Sheet items are not included above | | | | | | |

Pukekohe High School

06 May 2011, 09:02:40 AM

BALANCE SHEET REPORT
of Financial Position as at March 2011

| LAST YEAR TO DATE | | THIS YEAR TO DATE | BUDGET END OF YEAR | YEAR END LAST YEAR |
|----------------------|-------------------------------------|----------------------|-----------------------|-----------------------|
| | CURRENT ASSETS | | | |
| | BANK ACCOUNTS | | | |
| 102,831 | BANK Cheque A/c 00 | 71,549 | 0 | 38,523 |
| 100 | Petty Cash | 100 | 0 | 100 |
| 453 | 80000.02 Bank Account 02 | 466 | 0 | 462 |
| 58 | 80000.03 Bank Account 03 | 4,094 | 0 | 59 |
| 55,051 | 80000.04 International Students Tr | 53,824 | 0 | 2,285 |
| 107,017 | 80000.05 BNZ Autocall 25 | 200,960 | 0 | 641 |
| 0 | 80002.00 Principal's Visa | 0 | 0 | 0 |
| 901,269 | 80100-110 Term Investments | 355,991 | 0 | 205,991 |
| 1,166,779 | | 686,984 | 0 | 248,061 |
| | RECEIVABLES | | | |
| 36,346 | Debtors Control | 137,727 | 0 | 470,111 |
| 0 | Sundry Debtors | 6,750 | 0 | 554,567 |
| 0 | Prepayments | 5,931 | 0 | 5,931 |
| 36,346 | | 150,408 | 0 | 1,030,609 |
| | INVENTORY | | | |
| 74,796 | Stock | 43,911 | 0 | 62,448 |
| | less CURRENT LIABILITIES | | | |
| | ACCOUNTS PAYABLE | | | |
| 112,299 | Creditor's Control | 132,548 | 0 | 87,221 |
| 818 | Sundry Creditors | (355) | 0 | 3,709 |
| 113,117 | | 132,193 | 0 | 90,930 |
| | ACCRUALS / OTHER LIABILITIES | | | |
| 76,156 | Salary & Other Accruals | (29,690) | 0 | 562,491 |
| 0 | Cyclical Maintenance - Current | 36,700 | 0 | 36,700 |
| 0 | Prog. Maint External Paint - Curren | 70,306 | 0 | 70,306 |
| 444 | GST | 16,362 | 0 | 32,252 |
| (618) | Clearing Accounts | (105) | 0 | (105) |
| 0 | Suspense | 0 | 0 | 0 |
| 75,982 | | 93,573 | 0 | 701,644 |
| | INCOME IN ADVANCE | | | |
| 0 | Income in Advance | 13,117 | 0 | 13,230 |
| 0 | MOE Grants in Advance | 0 | 0 | 0 |
| 42,389 | International Students Funds in Ad | 138,459 | 0 | 110,376 |
| 14,452 | Other Funds in Advance | 3,509 | 0 | 3,636 |
| 47,664 | Trust Accounts | 52,710 | 0 | 52,710 |
| 14,087 | Student Funds in Advance | 4,726 | 0 | 14,089 |
| 118,592 | | 212,521 | 0 | 194,041 |
| | MOE PROPERTY FUNDING | | | |
| 596,858 | MOE 5 Year Property - Projects | 288,752 | 0 | 348,769 |
| 373,372 | Equals WORKING CAPITAL | 154,264 | 0 | 5,734 |
| | Add FIXED ASSETS | | | |
| 1,920,530 | Fixed Assets b/fwd at WDV | 1,741,560 | 0 | 2,107,137 |
| 61,499 | Add Fixed Assets purchased this ye | 49,118 | 182,385 | 0 |
| (99,999) | Less Depreciation - Current Year | (90,000) | (360,000) | (365,577) |
| 1,882,030 | | 1,700,678 | (177,615) | 1,741,560 |
| | Less TERM LIABILITIES | | | |
| 123,846 | Cyclical Maintenance - Term | 164,413 | 0 | 164,413 |
| 174,807 | Prog. Maint External Paint - Term | 158,108 | 0 | 158,108 |
| 298,653 | | 322,521 | 0 | 322,521 |
| 1,956,749 | TOTAL NET ASSETS | 1,532,421 | (177,615) | 1,424,773 |
| | REPRESENTED BY: | | | |
| 1,816,824 | ACCUMULATED FUNDS | 1,424,974 | 0 | 1,816,824 |
| 0 | Increase in Equity | 0 | 0 | 0 |
| 136,089 | Surplus (Deficit) | 107,439 | 107,445 16,229 | 16,229 392,052 |
| 1,952,913 | TOTAL EQUITY | 1,532,413 | 16,229 | 1,424,772 |

PRINCIPAL'S INFORMATION REPORT

to the **Board of Trustees of Pukekohe High School April 2011**

Curriculum, Teaching and Learning (NAG 1)

Refer to separate Te Kotahitanga report for 2010

Personnel, Good Employer (NAG 3)

Appointments: Since the last Board meeting the following appointments have been made:

- Carolyn Cornu (Wards) – assistant principal – LTR for term two (ex Peter Mathias)
- Tracy Hansen – assistant principal – LTR for term two (ex Peter Mathias)

Amendments to the Employments Relations Act and Holidays Act in effect from 1 April 2011:

- signed individual employment agreement – Board must retain a current copy of agreements for staff who are not employed under collective agreements
- Sick leave – proof of sick leave can now be requested within the three consecutive days if the employer feels it is warranted. (Note teachers collective requires a medical certificate after 5 days – this change allows an employer to request a medical certificate after 1, 2 or 3 days)
- Trial period – all employers have the option to have a trial period of 90 days or less for a new employee – previously restricted to employers with 20 staff or less. Should the school wish to adopt a trial period for an appointment, this would need to be expressly stated in any offer of employment.
- Annual holidays – an employee can request a portion of their annual holidays be paid out by the employer (unlikely to be successful in schools as the holiday periods exceed the statutory minimum).

Secondary Teachers' Collective Agreement has been settled. Key features:

- new agreement is for 22 months – expires January 2013. Includes a lump sum payment (\$300 paid 1 June for PPTA members and for non-PPTA members on signing their IEA after June 1) plus basic scale salary adjustments dated from 13 April.
- 1000 additional middle management allowances (\$1,000 to unit holders) will be available to schools from start of 2012 – an additional 1775 mmas available from start of 2013.
- Class size – the MOE and PPTA have agreed that more work is desirable re school staffing – particularly in the area of class size – this work will recognize the progress made by schools since 2008 towards achieving an average class size of 26 for teachers. *The parties urge school's to continue this progress.*

Finance, Property, Asset Management (NAG 4)

C Block Upgrade – Occupation certificate has been received and rooms are now functional. Minor defects list to being actioned and data projectors to be installed. Project, handled by Pukekohe Builders is almost completed.

Group Special Ed

✍ **Massey Block Lift** – Various options are being discussed to increase the size of the lift in the Massey Block as it is considered by Group Special Ed to be inadequate. Ministry has asked for an update on proposals to resolve the issue. (Progressing with Alan Milne).

✍ **Change Room and other small projects for Disabled** – GSE requires the existing facility in the Milne Block to be extended and this work was completed during the first term break. The Change room facility in the Gym can now revert back for staff use.

✍ **Park Side** – The two vacated for Park Side have now been handed over. The re-locks have slowly taken shape and are now being used as teaching spaces. Still minor tidying up around the site to be completed. An additional path to improve access between the two Park Side class rooms will be provided.

General

Preparation of 10 Year Plan – to be discussed at board meeting.

Drainage at Staffroom – additional drainage was installed during the term break to give assistance with removing rain water more satisfactorily as a result of the extended roofing gained by the recent extension to the staff room.

Glasgow Road Sale of Surplus Land - Robert Overton (MOE) has requested a detailed report giving assurance that a) the land can actually be surveyed off and b) the potential value of the land sufficiently exceeds the costs involved in the sale process. The report is being completed by Darroch Ltd who manages the disposal of surplus land for the MOE. Costs for this work are expected to be covered by the board. (Being managed by Alan Milne and is progressing).

Safety of Students and Employees (NAG 5)

School policy and procedures with regards bullying:

Late last term all schools received a letter from Minister – Anne Tolley – re serious incidents of bullying reported in some schools. In that letter she asks that Boards check how they are fulfilling Nag 5:

Each Board of Trustees is also required to:

(i) provide a safe physical and emotional environment for students;

There has been significant work done at Ministry level in recent years on programmes re student behaviour. The programme "Positive Behaviours for Learning Action Plan 2010-14 is the most recent with the aim of being run out into 400 schools by 2014.

This programme is being targeted at 400 schools, with priority given secondary and intermediate schools in low decile communities who identify student behaviour as a major challenge

School-wide positive behaviour support aims to improve academic success by allowing more time for teaching because the frequency and intensity of discipline problems are reduced.

This initiative is based on a team approach for creating and sustaining safe and effective schools. It focuses on preventing problem behaviour, developing social skills, reinforcing desired behaviour, consistent management of inappropriate behaviour and using data-based assessment and problem solving to address concerns.

This is a three to five year process which includes training for school leadership and school team coaches.

This, and other overseas programmes, stress that in order to deal with children with conduct problems in a school setting, it is first necessary to ensure that the school is operating a well managed and effective school wide behaviour management system.

Pukekohe High School has endeavoured to put in place school-wide systems to encourage better behaviours from its students through changes to school culture:

- the pastoral network has been extended with the introduction of vertical form classes, deans and the connection with a student's house.
- The role of assemblies and house assemblies that focus on good role modelling and school values
- A school behaviour management policy has been developed which:
 - o Encourages restorative thinking when dealing with behaviour issues
 - o Aims to connect the dean and the form teacher to student behaviour issues through its referral processes
- The senior leadership programme and the role that senior students are being asked to fulfil around the school

- The school's "respect" programme and its associated posters
- The "stand-up to bullying" posters and the regular encouragement of students to report cases of bullying and to do so in an environment of safety
- An increasing focus on classroom teaching practices which aim to encourage better student engagement in learning and to see the importance and relevance of learning for students – these include:
 - ✍ The Te Kotahitanga programme
 - ✍ Student goal setting and conferencing
 - ✍ The introduction of the junior diploma
 - ✍ Teaching practices around "know your learner"
 - ✍ The NZ curriculum and its key competencies

Into this environment fits the school's specific practices in dealing with bullying. They are about dealing with bullying, rather than bullying prevention.

So what is our practice?

Firstly, it is to create an atmosphere in the school where students feel that they can speak out in safety when they are treated in a manner which they don't like. Bullies flourish in an environment where victims feel powerless. Our school pastoral network that comprises senior managers, counsellors, deans, form teachers, peer support leaders and soon to be added peer mediators, is strongly focussed on providing a safe school.

Secondly, is the way incidents of bullying are dealt with. Students making a complaint about bullying will fear retribution from the bully and often will prefer not to make the complaint. So the bully wins.

Adopting a restorative approach where the bully and victim do not confront each other provides a safer way to deal with bullying. The process is as follows:

1. Reports made to staff of bullying are to be taken seriously. In some cases these can be dealt with on the spot, or with minimal intervention. In others, when the pattern of bullying has been prolonged or more serious, the incident is referred to a counsellor or a dean who will co-ordinate the action over the incident.
2. The co-ordinator will:
 - a. Get the victim to provide a report on what has happened, including how the incident makes them feel. The victim is asked to nominate some trusted friends to speak on their behalf.
 - b. Meets with the perpetrator / bully and asks them for their help by participating in a meeting. The bully also identifies a support group.
 - c. Co-ordinate a meeting of the victim's supporters, the bully, and the bully's supporters. The meeting will hear the victim's report and will work towards identifying strategies to make the victim feel better.
 - d. The group is reminded that they are dealing with a serious situation and that the bullying behaviour must stop or there will be consequences.

This approach endeavours to protect victims while at the same time making the bully confront their behaviour.

Complaints Log –

| Date Received | Received From | Nature of Complaint | School Response | Record |
|---------------|---------------|-------------------------------------------|-------------------------|--------|
| 3.1.11 | Parent | Concern re bullying | Letter in response | |
| 23.2.11 | Parent | Re treatment during enrolment of daughter | Letter of apology | |
| 7.3.11 | Parent | Naming of prem netball team | Email response | |
| 15.4.11 | Parent | Treatment of son on school bus | Letter re actions taken | |

Student Enrolment and Attendance

| Enrolments – 4th Feb - 30th April 2011 | | | | | | | |
|-------------------------------------------------|-----------|-----------|-----------|-----------|-----------|----------|-----------|
| Total NZ Schools | 14 | 19 | 12 | 5 | 4 | 0 | 54 |
| Total Overseas Schools | 1 | 1 | 4 | 1 | 0 | | 7 |
| Total Enrolments 04/02/11 - 30/04/11 | 15 | 20 | 16 | 6 | 4 | 0 | 61 |
| ETHNICITY | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Year 14 | Total |
| NZ European | 2 | 3 | 4 | 3 | 1 | | 13 |
| Maori | 6 | 13 | 6 | 1 | 2 | | 28 |
| Polynesian | 5 | 2 | 2 | 1 | | | 10 |
| NZ Asian | | 1 | | 1 | | | 2 |
| Overseas – Asian | 1 | 1 | 3 | | | | 5 |
| Overseas – European | | | | | | | 0 |
| Overseas - Polynesian | 1 | | 1 | | 1 | | 3 |
| Total | 15 | 20 | 16 | 6 | 4 | 0 | 61 |
| Leavers – to 30 April 2011 | | | | | | | |
| ETHNICITY | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Year 14 | Total |
| Maori | 1 | 8 | 1 | 9 | 3 | | 22 |
| NZ European | | 1 | 5 | 7 | 10 | | 23 |
| Polynesian | | 1 | 1 | | 1 | | 3 |
| NZ Asian | | | 1 | | | | 1 |
| NZ Other | | | | | | | 0 |
| Overseas – Asian | | | | 1 | | | 1 |
| Overseas – European | 1 | | 1 | 1 | | | 3 |
| Overseas - Polynesian | | 1 | | 1 | | | 2 |
| Overseas - Other | | | | | 1 | | 1 |
| Total | 2 | 11 | 9 | 19 | 15 | 0 | 56 |

School Events / Activities:

Vietnam Trip – feedback has been that the trip to Vietnam during the holidays went well. The staff member leading the trip will provide a report for the next Board meeting.

Anzac Day (report from Sharon Grass)

14 students represented the school at the Anzac service at the town hall – included prefects and also members of the

Cultural Council. Four of the students were not Y13 and hence with their experience this year will be useful for understanding and promotion of attendance at next years service. Rochelle Fausett was called on (actually volunteered by her mother) to lead the National Anthem as there was no choir present. She presented herself very well. David and Jemma did a good job with the laying of the wreath. I felt extremely proud, on behalf of the school, of our attendance and

the way the students looked dressed in number 1's and they way they conducted themselves. Many people approached them to say how nice they looked in their uniforms. Paul Hutchison spoke to the students afterwards to say thank you for coming. He and I also spoke about next year - that he said wouldn't it be great to have a school choir there and that the hymns (apparently the same for many years) could do with being new. He would like to keep in touch about what the school could do at next years service. He obviously was very impressed with our turnout and the fact that it was the middle of the holidays.



Pukekohe High School Board Self Assessment Analysis

I have the following comments to make about the way we conduct our meetings:

| <i>April 2011</i> | Strongly Agree | Agree | Disagree | Strongly Disagree | No answer | Return Asmts |
|----------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|-----------|--------------|
| We governed with an emphasis on the future [rather than the present or the past] | | | | | | |
| We governed with an emphasis on the strategic leadership [rather than administrative detail] | | | | | | |
| A diversity of viewpoints was encouraged | | | | | | |
| We governed openly and honestly | | | | | | |
| We made collective [rather than individual] decisions | | | | | | |
| We governed proactively rather than reactively | | | | | | |
| All members contributed to discussion | | | | | | |
| We observed clear separation between governance [our role] and Management [Principals role] | | | | | | |
| We received about the right amount of monitoring information | | | | | | |
| We received high quality monitoring information | | | | | | |
| We received information in a timely manner | | | | | | |
| We spent about the right amount of time discussing agenda items | | | | | | |
| I am leaving with a sense of achievement | | | | | | |

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Please forward this analysis toat the conclusion of the meeting.