



AGENDA

NOTICE OF MEETING 2020

**A meeting of the Pukekohe High School Board of Trustees
will be held at 6 pm, 15 March 2021 in the Staffroom**

OPEN MEETING

Welcome from Chair and Karakia

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1. Apologies | 2 min |
| 2. Declaration of Conflict of Interest | 2 min |
| 3. Confirmation of Previous Minutes | 3 min |
| Minutes of the Pukekohe High School Board of Trustees dated 15 February 2021 have been circulated to all Trustees | |
| 4. Correspondence | 3min |
| Annual Audit Update, Deloitte | |
| 5. Extraordinary Business | |
| Nil | |
| 6. Standing Items | 20min |
| 6.1 Financial Report | |
| 6.2 Principal's Report | |
| 6.3 Property, Health, Safety and Wellbeing Report | |
| Resolution | |
| <i>"That the Pukekohe High School Board of Trustees approves the procurement and installation of new fencing and gates at the Harris Street entrance to the school, to a maximum of \$50,000"</i> | |
| 6.4 Student Representative Report | |
| 6.5 Staff Representative Report | |
| 7. Items for Decision | 30min |

7.1 School Charter & Annual Plan

Richard Barnett

7.2 BOT Work programme

Ben Stallworthy

Resolution:

“That the Pukekohe High School Board of Trustees:

- *Endorses the draft work programme presented with this report*
- *Requests that the Finance Lead reports in April about the proposed structure and operation of the Finance Sub-Committee*
- *Requests that the Policy Programme Lead reports in April to confirm the policy review programme for 2021.”*

7.3 BOT Policy Review

Simon Williams

- Personnel Policy
- Planning & reporting Policy

7.4 BOT Code of Conduct

Simon Williams

8. Items for Information

10min

8.1 Staff Culture at Pukekohe High School Update

Richard Barnett

9. Meeting Closes approx

7.15pm

3. Previous Minutes

MINUTES

**A meeting of the Pukekohe High School Board of Trustees
was held at 6 pm, 15 February 2021 via Zoom**

OPEN MEETING

Present: Ben Stallworthy (Board Chair), Lincoln Sharp, Simon Williams, Lita Henwood, Denise Proctor, Logan Soole, Laura Abbott, Celeste Nyatsanza, Richard Barnett (Principal), Rachel Hamlin (Associate Principal), Denis Murphy (Business Manager) and Jessica Finlay (Board Secretary)

Welcome from Chair and Karakia

Welcome to the new Board member, Logan Soole

1. Apologies

Apologies were received from Rani Amaranathan (Deputy Chair).

2. Declarations of Conflicts of Interest

Nil

3. Confirmation of Previous Minutes

Minutes of the Pukekohe High School Board of Trustees dated 14 December 2020 have been circulated to all Trustees.

Chair moved:

“That the Pukekohe High School Board of Trustees accepts the December minutes as a true and accurate record of that meeting.”

Seconded: Denise Proctor
Carried

4. Correspondence

4.1 Nil

5. Annual Election of Chair

The Chair recused his seat for the Principal to hold the Chair election.

Ben Stallworthy was nominated as Chair – Lincoln Sharp, seconded by Denise Proctor
No other nominations were received.

The Principal proposed:

“That the Pukekohe High School Board of Trustees accept Ben Stallworthy as Chair”

Carried

6. Extraordinary Business

Covid Lockdown, 15 – 17 February

The Principal and SLT met on Sunday 14 February after the Government's announcement of a Level 3 Lock Down for Auckland. Communications were out to parents and staff by 9.00pm. On Monday, there was one student and good support from admin staff to assist set up of classes and materials. More communications will be sent as the situation changes.

The Principal proposes:

"That the Pukekohe High School Board of Trustees accepts verbal Covid report"

Seconded: Simon Williams
Carried

7. Items for Information

7.1 Memo on 2020 Attendance at PHS

The Principal moved:

"That the Pukekohe High School Board of Trustees accepts the report on 2020 Attendance at Pukekohe High School"

Seconded: Lincoln Sharp
Carried

7.2 Feedback on Parent Consultation on PHS Strategic Plan

The Chair moved:

"That the Pukekohe High School Board of Trustees accepts the report on parent consultation on the Strategic Plan and that:

- 1. The Principal will request a timeframe extension from MoE to the end of March to submit the Plan, allowing an extra 4 – 6 weeks*
- 2. The Principal will plan two public consultation meetings to a) explain the Plan, and b) receive feedback*
- 3. The document will be known as a 'living document', able to change and adapt in keeping with Impactful Partnerships as connections with communities of interest develop."*

Seconded: Denise Proctor
Carried

7.3 Staff Culture at Pukekohe High School

A more detailed report and plan will be provided at the next meeting.

The Principal moved:

"That the Pukekohe High School Board of Trustees accepts the report and proposed actions on Staff Culture"

Seconded: Simon Williams
Carried

8. Items for Decision

8.1 PHS Sports Uniform Provider and Costs

Lincoln Sharp moved:

That the Pukekohe High School Board of Trustees

- a. Request the School investigate developing a coordinated approach to sports team and supporters uniforms.*
- b. Request a review of sports team uniform supplier contractual arrangements to ensure that the parents are getting best value from team uniforms*

Seconded: Lita Henwood
Carried

8. Standing Items

9.1 Financial Report

Thanks are noted from Lincoln to Denis Murphy, Business Manager, for the improved reports and processes. All agree.

Lincoln Sharp moved:

“That Pukekohe High School Board of Trustees accept the December Financial Report.”

Seconded: Ben Stallworthy
Carried

9.2 Principal’s Report

The Principal moved:

1. *“That Pukekohe High School Board of Trustees approves Carol Mulcahy’s request for unpaid leave for 15 school days to attend compulsory elements of her Doctor of Education programme in 2021”*

Seconded: Simon Williams
Carried

2. *“That Pukekohe High School Board of Trustees the Principal’s Report”*

Seconded: Lita Henwood
Carried

9.3 Health, Safety and Wellbeing Report

The Principal moved:

“That Pukekohe High School Board of Trustees accepts the Health, Safety & Wellbeing report”

Seconded: Logan Soole
Carried

9.4 Student Representative Report

Student body Centenary plans will be provided at the next meeting.

The Student Representative moved:

“That Pukekohe High School Board of Trustees accepts the update”

Seconded: Logan Soole
Carried

9.5 Staff Representative Report

The Staff Representative moved:

“That Pukekohe High School Board of Trustees accepts the update”

Seconded: Celeste Nyatsanza
Carried

Moved from the Chair:

“That the Pukekohe School Board of Trustees move into committee to discuss the confidential items”

Carried

9. Meeting Closed 7.35pm

Next meeting is 15 March 2021

4. Correspondence



Deloitte
24 Anzac Parade
Hamilton East
Hamilton 3216

PO Box 17
Waikato Mail Centre
Hamilton 3240
New Zealand

Phone: +64 7 838 4800
Fax: +64 7 838 4810

23 February 2021

Principal and Board of Trustees
Pukekohe High School
RBarnett@pukekohehigh.school.nz

Dear Principal and Board of Trustees

Annual Audit - 31 December 2020

In preparation for the 31 December 2020 audit, this letter outlines our key focus areas.

As we have been your school's auditor for a number of years now we have a good understanding of how your school operates and the processes involved. Therefore, this year we will be limiting the visits that we conduct to save costs to you. We will require all the information to be received in electronic form from you to be able to complete the audit. By planning to have limited visits and receiving all information electronically this means that if there are changes in COVID-19 alert levels for the country, the interruptions to the audits will be minimised.

Our auditors will contact your school to arrange a plan and timetable to ensure that the information will be able to be provided to us.

Key Focus areas

Appendix 1 outlines the key focus areas for the audit this year. The key focus areas are based on matters we identified in our 2019 audit as well as areas the Office of the Auditor General would like us to focus on for our 2020 audit.

School Audit Team Contacts

Should you have any queries, please feel to contact our Schools Audit Team. Details of our school's team are listed below:

- Melissa Youngson
Email Address: myoungson@deloitte.co.nz
OAG Appointed Auditor
- Lucy Nicol
Email Address: lunicol@deloitte.co.nz
School Audit Manager
- Nalina Dheda
Email Address: nalinadheda@deloitte.co.nz
School Audit Manager
- Matt Laing
Email Address: mlaing@deloitte.co.nz
School Audit Manager
- Yan Yi Oon
Email Address: yoon@deloitte.co.nz
School Audit Manager

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You will also be assigned an auditor who will be your key contact for queries as the audit progresses. They will make contact with you to arrange timing and provide a requirements listing as indicated above.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. Youngson', with a long horizontal flourish extending to the right.

Melissa Youngson
for Deloitte Limited
On behalf of the Office of the Auditor General

6.1 Financial Report: January – February 2021

Commentary on January 2021 Financial Statements

1. Attached is the January 2021 income & expenditure statement, balance sheet and three graphs showing surplus vs budget, working capital vs budget and the staff banking figure as at 30 November.
2. In summary the month's surplus is \$198,574 against budgeted surplus of \$23,682. Working Capital is \$1,224,592 (December \$994,635). The total operating account and term deposit balances at the end of January is just under \$2.8million.
3. Negative variances to budget worth noting are:

Expenditure

Learning Resources

Extra-Curricular expenditure is over by \$10,626 due to annual sport levy fees of approx. \$13,000 being paid in January. This will come into line over the year.

Staff Development is over budget by \$12,329 due to the number of teacher only day workshops facilitated by outside agencies prior to school starting. Again this should come into line as the year progresses.

Administration

Risk management is over budget by \$1,305 due to the payment of one of the annual insurance bills.

Depreciation

Higher than anticipated by \$8,546. Will do some investigation on this figure as it might have something to do with the roll over from 2020 to 2021 in MUSAC. Monthly depreciation last year was only \$43,000 per month and we have not made any significant fixed asset purchases since.

4. **Staff banking.** Staff banking sits at \$12,000 which is the final figure for the teaching year Feb 2020 to Jan 2021. It is not the zero figure we were aiming at but quite close for a total teaching salary bill of \$9,547,031 (13 hundredths of 1 per cent out).
5. **2020 Financial Statements - MOE format.** Now that Novopay have sent out the final salary report for the 2020 year (it is usual for it to be sent in late Feb/early March), we are working on the second draft of the end of year financial statements to be sent to the auditors. They need it before 31 March.
6. New payroll/accounts administrator Sue Langheim agreed to become the teacher relief coordinator after discussion with Richard who made the initial suggestion. A number of systemic issues needed sorting and that has taken a few weeks. Is running well now and Sue is doing a very good job, so it was a great suggestion Richard!

7. Current Actions/ Projects

	Commenced	Action	Result: (green-done, yellow-in progress, red-not started)
1	Feb 2020	Conclude the 2019 financial statements engagement with our auditors	Awaiting result of fraud enquiry
2	Jan 2021	Prepare a Capital Projects template for seeking approval of Board, recording progress and concluding the project	First draft sent to Richard and Lincoln 2nd February.
3	Aug 2020	Review and update of finance policies for recommendation of Board for acceptance	Policies were sent out for consultation. Yet to be reviewed
4	Nov 2020	Undertake review of Capital Projects to build a complete picture of those planned, in progress or requiring a final report as completed/abandoned	Awaiting final payment of MOE money for Massey block. All other jobs completed. A meeting with Project Manager Greg Bowler has been scheduled.
5	Nov 2020	Migration to Xero	Unfortunately we have made no progress on this due to the amount of time spent on the fraud issue and also the fact that new payroll officer Sue Langheim has agreed to become the teacher relief coordinator. Please see above.

**Pukekohe High School
Income and Expenditure Report
For January 2021**

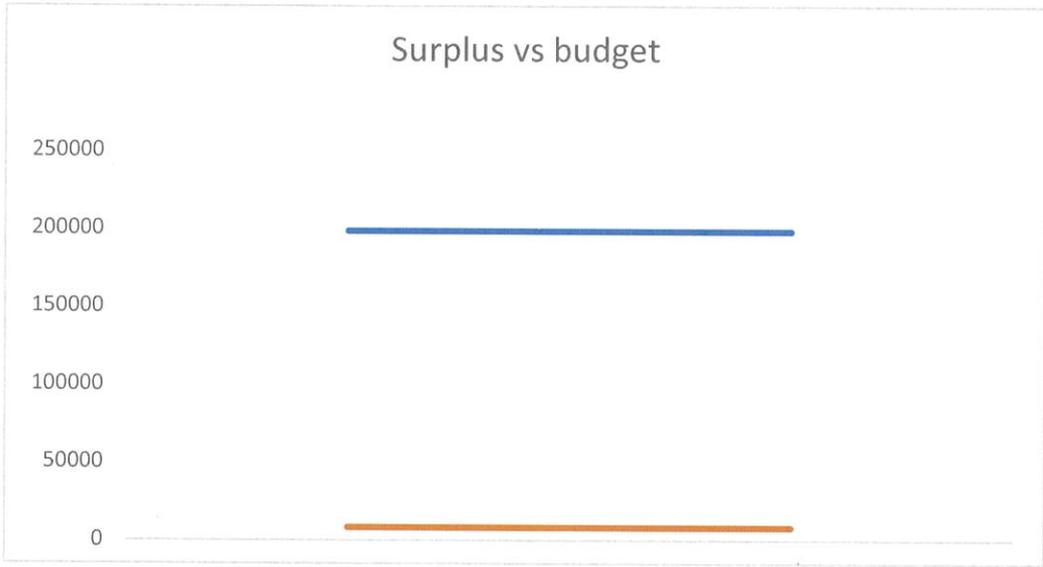
	Actual Jan \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	% Variance
Income					
Government Grants	455,325	455,325	379,482	75,843	20
Investment income	33	33	2,250	(2,217)	(99)
Locally Raised funds					
Donations/Fundraising/Activities	27,726	27,726	21,341	6,385	30
International Students	14,823	14,823	4,875	9,948	204
Net Trading	(23,155)	(23,155)	(4,444)	(18,711)	(421)
	19,394	19,394	21,772	(2,378)	(11)
Total Income	474,752	474,752	403,504	71,248	18
Less expenses					
Learning Resources					
Curricula	26,956	26,956	62,653	(35,697)	(57)
Curricular Other	6	6	6,879	(6,873)	(100)
Extra Curricular	13,026	13,027	2,401	10,626	443
Staff Development	27,509	27,509	15,180	12,329	81
Staff Expenses	56,385	56,385	121,659	(65,274)	(54)
	123,882	123,883	208,772	(84,889)	(41)
Administration					
Audit/Accounting	1,188	1,188	1,188	-	0
BOT Expenses	1,254	1,254	2,541	(1,287)	(51)
Communication	1,137	1,137	1,710	(573)	(34)
General/Consumables/Legal	97	97	1,258	(1,161)	(92)
Risk Management	4,179	4,179	2,874	1,305	45
Staff expenses	34,641	34,641	45,571	(10,930)	(24)
	42,496	42,496	55,142	(12,646)	(23)
Property					
Caretaking/Cleaning	15,183	15,183	15,295	(112)	(1)
Consultancy and Contract services	1,025	1,025	950	75	8
Grounds	2,789	2,789	2,446	343	14
Heat, Light and Water	6,868	6,868	13,070	(6,202)	(47)
R&M/Cyclical Maintenance	10,872	10,871	18,072	(7,201)	(40)
Staff expenses	15,412	15,412	15,779	(367)	(2)
	52,149	52,148	65,612	(13,464)	(21)
Depreciation	57,129	57,129	48,583	8,546	18
Finance Costs	522	522	1,713	(1,191)	(70)
	57,651	57,651	50,296	7,355	15
				-	
Total Expenditure	276,178	276,178	379,822	(103,644)	-27
				-	
Surplus/(Deficit)	198,574	198,574	23,682	174,892	739

Pukekohe High School

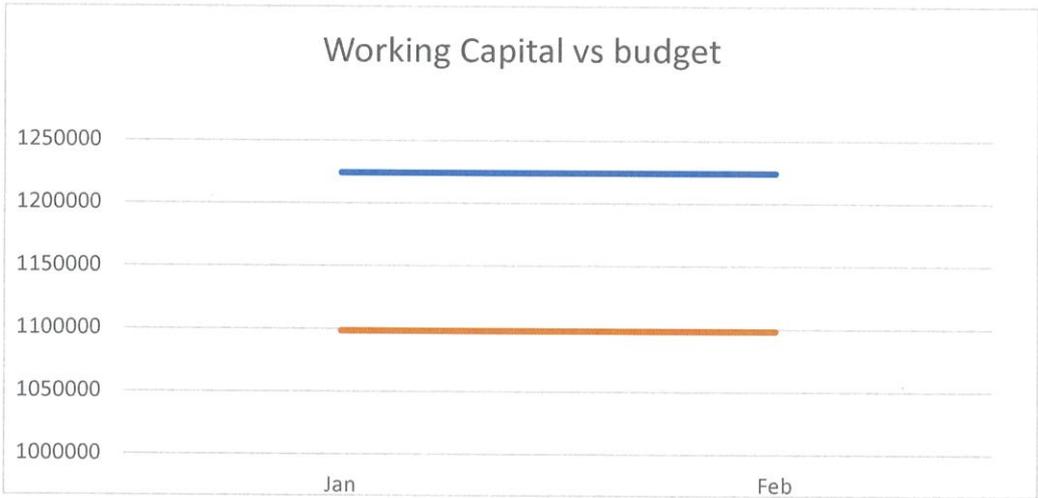
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BALANCE SHEET REPORT
of Financial Position as at January 2021

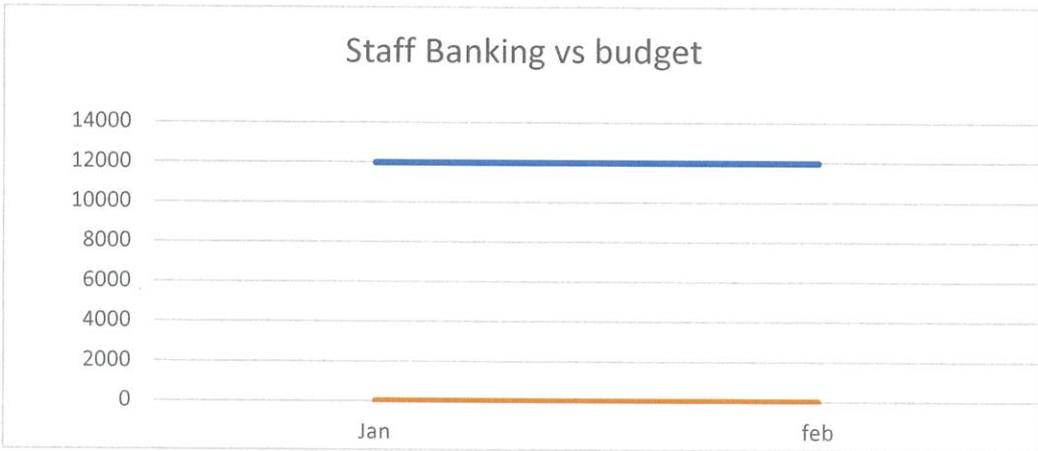
LAST YEAR TO DATE		THIS YEAR TO DATE	BUDGET END OF YEAR	YEAR END LAST YEAR
	CURRENT ASSETS			
	BANK ACCOUNTS			
929,064	BANK Cheque A/c 00	270,700	151,073	485,831
100	Petty Cash	100	100	100
50,169	Bank ASB Intl 01	31,934	39,486	39,486
0	80000.04 International Students Tr	0	0	0
0	80002.00 Principal's Visa	0	0	0
1,681,928	80100-110 Term Investments	2,484,258	1,783,274	1,284,258
2,661,261		2,786,992	1,973,933	1,809,675
	RECEIVABLES			
54,252	Debtors Control	79,415	65,107	83,264
7,630	Sundry Debtors	726,010	0	726,010
0	Prepayments	0	7,839	7,839
61,882		805,425	72,946	817,113
3,797	INVENTORY			
	Stock	3,797	3,797	3,797
	less CURRENT LIABILITIES			
	ACCOUNTS PAYABLE			
213,926	Creditor's Control	154,261	48,855	237,619
5,064	Sundry Creditors	5,064	5,064	5,064
218,990		159,325	53,919	242,683
	ACCRUALS / OTHER LIABILITIES			
77,999	Salary & Other Accruals	793,216	111,632	812,688
(9,823)	Cyclical Maintenance - Current	76,391	70,515	70,515
35,516	Finance Lease - current	70,846	77,559	77,716
0	Prog. Maint External Paint - Curren	0	0	0
152,425	GST	136,851	17,737	(4,477)
(1,683)	Clearing Accounts	0	(721)	0
0	Suspense	0	0	0
254,434		1,077,304	276,722	956,442
	INCOME IN ADVANCE			
0	Income in Advance	(3)	0	24,957
576,874	MOE Grants in Advance	811,963	0	0
465,153	International Students Funds in Ad	245,707	273,550	272,334
11	Other Funds in Advance	(9)	0	(9)
0	Trust Accounts	0	0	0
69,178	Student Funds in Advance	50,101	48,932	49,232
1,111,216		1,107,759	322,482	346,514
173,545	MOE PROPERTY FUNDING			
	MOE 5 Year Property - Projects	27,234	298,952	98,551
968,755	Equals WORKING CAPITAL	1,224,592	1,098,601	986,395
	Add FIXED ASSETS			
1,857,240	Fixed Assets b/fwd at WDV	1,851,840	1,935,617	1,851,840
7,309	Add Fixed Assets purchased this ye	15,425	583,000	562,316
(40,817)	Less Depreciation - Current Year	(533,826)	(583,000)	(476,697)
1,823,732		1,333,439	1,935,617	1,937,459
	Less TERM LIABILITIES			
279,064	Cyclical Maintenance - Term	261,200	261,246	261,200
34,026	Finance Lease - Term	169,771	114,586	171,855
0	Prog. Maint External Paint - Term	0	0	0
313,090		430,971	375,832	433,055
2,479,397	TOTAL NET ASSETS	2,127,060	2,658,386	2,490,799
	REPRESENTED BY:			
2,132,947	ACCUMULATED FUNDS	1,839,405	2,557,223	2,132,947
0	Increase in Equity	89,080	0	89,080
346,452	Surplus (Deficit)	198,574	101,163	268,773
2,479,399	TOTAL EQUITY	2,127,059	2,658,386	2,490,800



Blue=actual Orange= budget



Blue=actual Orange=budget



Blue =actual Orange= budget

6.2 Principals Report: February 2021

NCEA Final Achievement Data

Since the February Board report, the school has supported students within 10 credits of achieving their respective NCEA Level to complete the necessary standards for them to pass.

The final results for 2020 are as follows:

Level 1

	Overall pass rate	Māori	Pasifika	Merit endorsement	Excellence endorsement
Numbers	332/420	61/91	19/30	71/420	37/420
Percentage %	79	67	63	17	9

Noticing:

- An 11% increase on L1 Achievement in 2019
- A 19% increase on L1 Achievement since 2018
- Maaori L1 Achievement up 11% on 2019
- Maaori L1 Achievement up 30% on 2018
- Pasifika L1 Achievement up 30% on 2018
- 26% of L1 Students gained endorsement

Level 2

	Overall pass rate	Māori	Pasifika	Merit endorsement	Excellence endorsement
Numbers	294/353	54/71	32/30	66/353	28/353
Percentage %	83	76	83	19	9

Noticing:

- *An 11% increase on L2 Achievement in 2019*
- *A 14% increase on L2 Achievement since 2018*
- *Maaori L2 Achievement up 17% on 2019*
- *Pasifika L2 Achievement up 30% on 2019*
- *27% of L2 Students gained endorsement*

Level 3

	Overall pass rate	Māori	Pasifika	Merit endorsement	Excellence endorsement
Numbers	178/257	28/53	10/15	40/257	19/257
Percentage %	69	53	67	16	7

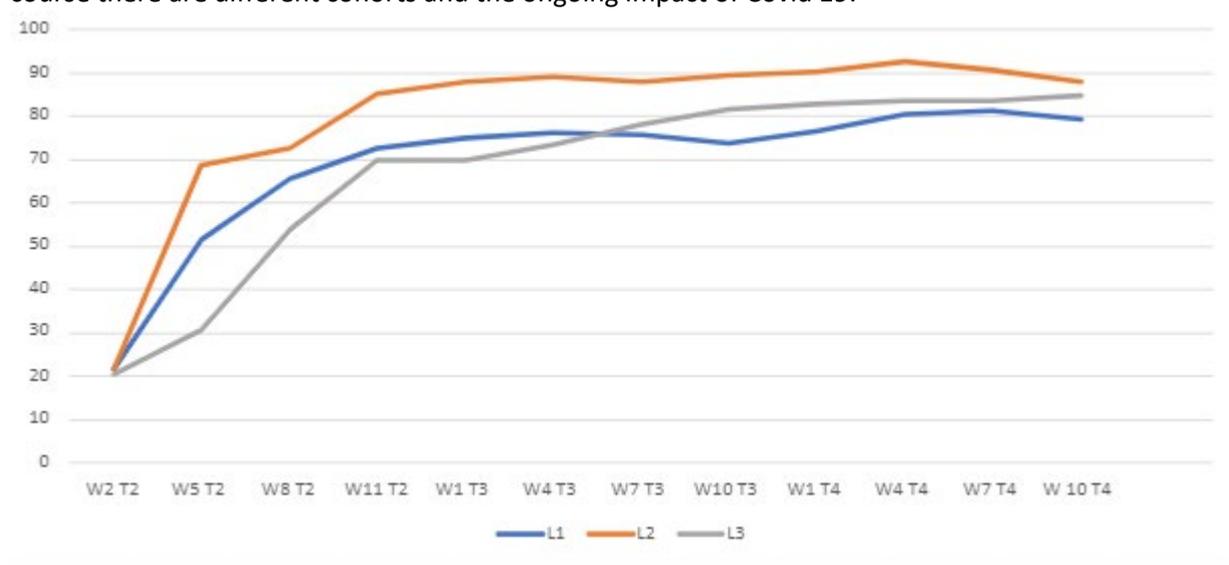
Noticing

- An 9% increase on L3 Achievement in 2019
- A 16% increase on L3 Achievement since 2018
- Maaori L3 Achievement up 19% on 2018
- Pasifika L3 Achievement up 30 % on 2019
- Pasifika L3 Achievement up 40 % on 2018
- 23% of L3 Students gained endorsement

As far as students attaining credits after the initial results release, we have seen 18 Level 1 students achieve their certificate; seven students achieve their Level 2; none achieve their Level 3; and three Year 13 students attain UE. The two lockdowns impacted negatively on the number of students who were able to achieve their NCEA during February.

Tracking

The graph below shows the data points during 2020 when we produced the predicted achievement data. It will now be possible to compare the 2021 data points and overlay the graphs, though of course there are different cohorts and the ongoing impact of Covid 19.



Internal evaluation

Curriculum leaders (Kaihautuu) have completed their *Curriculum inquiry for excellence and equitable outcomes* documents reflecting on the 2020 achievement data. Each of these are currently being analysed by the Principal and Associate Principal and will be discussed by the senior leadership team as a whole. This will give a common and deep understanding of the data and will form the basis for ongoing, consistent discussion with each kaihautuu.

In turn, this will support each learning area to prioritise to take action during 2021. This year, we have introduced a termly milestone review using the *Inquiry for excellence and equitable outcomes* template as an iterative document. This will significantly strengthen and embed the school's capacity for internal evaluation, in line with the 2021 ERO report recommendations.

<https://www.ero.govt.nz/review-reports/pukekohe-high-school-02-02-2021/>

The summary report overleaf (Summary NCEA Statistics by Standard) from KAMAR is being used alongside the *Inquiry for excellence and equitable outcomes* to give greater oversight of each curriculum area in 2021. As will be seen, the report gives details about the number of students and the percentage achieving each grade as well as a breakdown by gender and ethnicity.

Summary NCEA Statistics by Standard

Pukekohe High School

91256 Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems									
Gender	Total	Not Achieved		Achieved		Merit		Excellence	
Male	50	6	12.0%	29	58.0%	3	6.0%	12	24.0%
Female	28	1	3.6%	9	32.1%	3	10.7%	15	53.6%
Ethnicity	Total	Not Achieved		Achieved		Merit		Excellence	
European	49	3	6.1%	25	51.0%	4	8.2%	17	34.7%
Maori	7		0.0%	4	57.1%		0.0%	3	42.9%
Pasifika	5	2	40.0%	3	60.0%		0.0%		0.0%
Asian	15	2	13.3%	5	33.3%	2	13.3%	6	40.0%
MELAA	2		0.0%	1	50.0%		0.0%	1	50.0%
Teacher	Total	Not Achieved		Achieved		Merit		Excellence	
N/A	1	1	100.0%		0.0%		0.0%		0.0%
	26	3	11.5%	11	42.3%	2	7.7%	10	38.5%
	22		0.0%	12	54.5%	1	4.5%	9	40.9%
	29	3	10.3%	15	51.7%	3	10.3%	8	27.6%
Total	78	7	9.0%	38	48.7%	6	7.7%	27	34.6%

91259 Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems									
Gender	Total	Not Achieved		Achieved		Merit		Excellence	
Male	50	3	6.0%	15	30.0%	13	26.0%	19	38.0%
Female	28	1	3.6%	3	10.7%	5	17.9%	19	67.9%
Ethnicity	Total	Not Achieved		Achieved		Merit		Excellence	
European	49	2	4.1%	12	24.5%	12	24.5%	23	46.9%
Maori	7		0.0%	2	28.6%	2	28.6%	3	42.9%
Pasifika	5	2	40.0%	1	20.0%	1	20.0%	1	20.0%
Asian	15		0.0%	2	13.3%	3	20.0%	10	66.7%
MELAA	2		0.0%	1	50.0%		0.0%	1	50.0%
Teacher	Total	Not Achieved		Achieved		Merit		Excellence	
N/A	1	1	100.0%		0.0%		0.0%		0.0%
	26		0.0%	4	15.4%	7	26.9%	15	57.7%
	22		0.0%	8	36.4%	7	31.8%	7	31.8%
	29	3	10.3%	6	20.7%	4	13.8%	16	55.2%
Total	78	4	5.1%	18	23.1%	18	23.1%	38	48.7%

Property Report

The Design Review Panel (DRP - Ministry of Education) has requested that the architect (Werner Naude of DCA architects) make the following alterations to Phase 1 of the roll-growth building project, which the Board reviewed in December.

1. Parking - The DRP want us to resolve the temporary parking for Stage 01/02/03 (This is a minor issue and is easily addressed)

2. Breakout spaces – The DRP felt that the large breakout spaces were not big enough at around 40sqm and indicated they would prefer around 50-55sqm for the large breakout spaces (again this is an easy adjustment)
3. More passive observation at main entry/outdoor learning – The DRP wanted a window to connect from the project space and or teachers' collaboration space to provide more passive observation to the main entry / outdoor learning spaces on both floors (easy to adjust)
4. DAP toilet door – the DRP suggested a minor adjustment to the DAP door layout (easy to adjust)
5. Passive observation of toilet lobby – The DRP suggested adding an additional interior window between the learning hub and toilet lobby to improve passive observation
6. Lift location – Some of the DRP, panel felt that this would be better inside due to thermal considerations for disabled people waiting for the lift. We are to explore and review and update if required.
7. Stairs – One of the panel members felt that the main entry/egress stairs were too close together. The current design has been assessed by a Fire Engineer as safe and compliant with the MoE and New Zealand building code standards. This is a sprinkler protected building, this significantly reduces the risk to building users.
8. Stage 02 – The DRP requested that DCA be engaged by the MoE to produce a schematic design for Stage 02 to ensure that the connections and associated building systems/materials etc. are considered.
9. Ventilation strategy – the panel requested a more detailed ventilation strategy analysis by the mechanical design team and that this should consider the impact on Stage 02.

Werner Naude will be available to facilitate a workshop for the Board after the regular meeting on Monday 19 April.

1 March 2021 roll return and enrolment report

ENROLMENTS – Running Totals							
1 January- 28 February 2021							
	9	10	11	12	13	14	Tot
Total Regular Enrolments	417	380	359	363	275	1	1795
Other Enrolments	9	10	11	12	13	14	Tot
International - FF	1	2	1	6	2		12
International - Exchange							0
Alternative Education			3	5	1		9
Returning Adult Student						1	1
Total	1	2	4	11	3	1	22
	9	10	11	12	13	14	Tot
Total Enrolments	418	382	363	374	278	2	1817
Zoning Status	9	10	11	12	13	14	Tot
In Zone	390	367	344	339	243	1	1684
Out of Zone	27	13	15	24	32	1	112
Not Applicable	1	2	4	11	3		21
Current Roll (as at 2 November 2020)	418	382	363	374	278	2	1817

School Centenary

The main events to mark this significant milestone are over Labour Weekend, 22 – 24 October 2021.

We acknowledged the day of the school's opening on February 3, 1921, with a bell ringing ceremony with the old school bell, which has been renovated and reinstalled in the bell tower of the library. This was attended by a number of past and present teachers and students as well as three principals.

Key Event – Labour Weekend

The key event for the Centenary celebration will occur at Labour Weekend, Friday October 22nd to Sunday October 24th, 2021. Although specific details are still being finalised, initial plans are for the following:

- Friday – opening pōwhiri followed by an evening welcome and reconnection event
- Saturday – Open day with formal speeches, sports games, photo and archive displays, entertainment from current students and decade photos
- Saturday evening – several choices of more formal functions
- Sunday morning non-denominational church service and closing ceremony

For me as Principal, two key goals of the Centenary year should be:

1. To create an alumni association, which should be a key means to enhance the school's relationship with its community past and present; and, potentially, to create an income stream for the future
2. To recognise the school's history more explicitly. This means both honest reflection and open discussion of the school's relationship with its different communities over time (which should be recorded in writing during the year); and better visual representation of the school's history using artefacts and photographs for display around the school.

Key Dates for Term 1, 2021

- 16 March - NZSTA Leading an Effective Board Workshop
- 22 – 26 March – Summer Tournament Week
- 24 March – The Rising Foundation Whanau Fono
- 1 – 4 April – Tauranga Jazz Festival
- 2 – 6 April – Easter Holidays
- 7 April – PHS Whanau Hui
- 7 April – NZSTA Governance Essentials Workshop
- 12 April – PolyFest Week
- 16 April – End of Term 1

TBC on Fono for closer to end of term.

6.3 Health & Safety and Wellbeing Report

The Harris Street electronic gate has been installed and is working well. The gate will make it much more difficult for students to leave the grounds and for ex-students or members of the public to come onto campus.

The gate will also be a statement to our community that we are serious about not allowing students to congregate in Bledisloe Park.

We are working with the Parkside satellite unit to ensure they have good access for parents and taxis to drop off and collect their students.

A lockdown and fire drill practice are being scheduled for the week beginning Monday 15 March. New markers are being placed on the fields to make fire evacuations more orderly

The school is seeking the Board's approval and support for new fencing and vehicle and pedestrian gates at the Harris Street entrance. Again, this is primarily a health and safety matter to help reduce truancy during the school day and ensure that all visitors to the site have to report to reception.

Resolution

That the Pukekohe High School Board of Trustees approves the procurement and installation of new fencing and gates at the Harris Street entrance to the school, to a maximum of \$50,000

6.4 Student Representative Report

John St Gate

There has been a difference in the student attitudes about leaving school during school hours with the installation of the new gate. While many are displeased, there is a noticeable change in class attendance of those students who were previously truanting due to the fear of being locked out or not being able to get out in the first place. Together with the new boundaries and hole in the fence (at the back of the school) being fixed, we will be seeing results in terms of the attendance and hopefully end of year results, thus getting us one step closer to our goal "Learning without Limits".

School Uniform

The student body has asked for hoodies to be added to the uniform list, because they say our current jerseys and jumpers aren't very warm or are too expensive and are getting in trouble for wearing their own non-uniform hoodies. A proposal for presentation is being worked on around prices and possible designs, including with a PHS student and her business venture.

Celeste Nyatsanza

Student Rep

6.5 Staff Representative Report

The start of the year has been understandably disruptive and staff energy levels are low. Repeating a 'start of year' mentality after each lockdown is tough, however there is a sense of routine building again.

Moving PL time to a Wednesday P1 slot is, so far, proving to be effective with many commenting on feeling that it has focus and that they are looking forward to the PL cycle of the focus groups starting. Many of these offered PL courses link in with our goals for the year: Empowering the curriculum, and Inspiring Environment.

Embedding 'smart' goals to ensure that the direction we want to be heading in as a school is moving forwards with clarity and action plans which create meaningful change. 'Learning without Limits' has been well received but is yet to have a deeper impact - understandable though as it is a new shift for the school.

There are plans being led by senior students to improve the school spirit and is in careful negotiations with SLT to accommodate these student requests. Enabling this voice and space allows us to move with purpose into our goal of 'Inspiring Environment' and will have a positive impact on staff and student well-being, helping to re-establish a sense of pride and identity around the campus.

Laura Abbott

Staff Rep



Pukekohe High School

Strategic Plan and School Charter 2021

Pukekohe High School Charter and Strategic Plan 2021

Introduction

Vision Statement

Learning without limits

School context

Pukekohe High School is a coeducational secondary school catering for students from Years 9 to 13 from Pukekohe and its surrounding areas. At the 1 March 2021 roll return, the school roll is 1825, including 21% of students who are of Māori descent.

The school's vision is Learning without limits.

A new whare wānanga, Te Hikoi, was opened in December 2017. The school acknowledges the importance of building authentic relationships and interactions with Ngā Hau e Whā o Pukekohe marae and Ngāti Tamaoho. The school is part of Te Waikato Tainui Kawenata.

Under the Auckland Growth Plan, the school is expected to grow significantly in size over the next decade, and to remain the only high school in Pukekohe. A holistic campus development plan has been adopted by the Board of Trustees and Ministry of Education. A new classroom block encompassing 10 teaching spaces should be available from 2022, which will be Stage 1 of the campus plan.

School Values

Pukekohe High School Values

		Always	Learning	Digital	Around the school and community	
		We value AKO in everything we do What do these look / sound/ feel like?		MANAAKITANGA > Respect > Responsibility > Kindness	<ul style="list-style-type: none"> We use kind and appropriate language We listen to each other We embrace diversity We are prepared We are in the right place at the right time We help others if they need it We act with empathy 	<ul style="list-style-type: none"> We support each other's learning We develop responsibility for our own learning and behaviour We keep our cell phones on silent and out of sight, unless required for learning
KOTAHITANGA > Community > Whanaungatanga/relationships > Working together	<ul style="list-style-type: none"> We get to know each other We include everyone We are actively involved in our school community 			<ul style="list-style-type: none"> Waananga - we work things out together 	<ul style="list-style-type: none"> We maintain positive relationships online We use technology to learn together 	<ul style="list-style-type: none"> We all work together - learners, whaanau and staff
PUUMAUTANGA > Commitment > Perseverance > Resilience	<ul style="list-style-type: none"> We embrace new challenges We are open to change 			<ul style="list-style-type: none"> We keep going even when it is difficult We are curious and critical thinkers We strive to achieve our goals 	<ul style="list-style-type: none"> We are adaptable and open to new digital learning 	<ul style="list-style-type: none"> We follow through our commitments We get involved in the wider life of the school
ARAHITANGA > Pride > Honour > Leadership	<ul style="list-style-type: none"> We develop mana of all We wear our uniforms with pride We are ambassadors for our school We are upstanders 			<ul style="list-style-type: none"> We are able to give and ask for help We complete work to the best of our ability 	<ul style="list-style-type: none"> We have online identities that are safe and positive 	<ul style="list-style-type: none"> We are active in creating a safe culture in our school We are positive leaders

Community of Learning

Pukekohe High School is an active part of the Pukekohe Kāhui Ako Community of Schools. The Pukekohe Kāhui Ako includes over 6000 students in Years 1 to 13 across 16 schools. The schools vary from rural to semi-rural to urban. Roll numbers range from 30 to 1800 and include two secondary schools, one intermediate, one special school, seven full primary and six contributing primary schools.

The across school team have a collective focus which has been set by the Principals / Governance team and Springboard trust on “Building coherent pathways for all learners.” The Across School Team will be focused in term 1 on transition to Primary from ECE and also after three years at school. In term 2 onwards the team will focus on the other key transition points of end of year 6, end of year 8, end of year 10 and transition to adult citizenship, work and further study.

Student Support structure

In 2019 Pukekohe High School re-structured the student support framework, from a vertical (mixed year level) to a horizontal (year level) structure, for implementation in 2020. The year level structure was developed with reference to the concept of ‘ngahere’ (forest) with multiple levels which ecologically connect and support one another to grow. This was aligned to the Waikato-Tainui whakatauaiki: Kia tupu, kia hua, kia puāwai – To grow, prosper and sustain from Kiingitanga leader Princess Te Puea Heerangi.

Year Level Profile		Kaitiaki Ākonga (Year Level Deans)	Kaiāwhina (Form Teacher)
Year 9	He Kākano The Seed	<ul style="list-style-type: none"> Mrs Marilyn Masemann Whaea Kahiwa Maeau Email: 9Kaitiaki@pukekohehigh.school.nz	Whānau Rōpū x 14
Year 10	Kia Tupu To Grow	<ul style="list-style-type: none"> Mrs Kylie Waitai Mr John Cook Email: 10Kaitiaki@pukekohehigh.school.nz	Whānau Rōpū x 13

Year 11	Kia Hua To Prosper	<ul style="list-style-type: none"> • Mrs Hester Myburg • Mr Steven Langdon Email: 11Kaitiaki@pukekohehigh.school.nz	Whānau Rōpū x 16
Year 12	Kia Puawai To Sustain	<ul style="list-style-type: none"> • Ms Hine Smith Email: 12Kaitiaki@pukekohehigh.school.nz	Whānau Rōpū x 15
Year 13	Tū Rangatira To Stand as Leaders	<ul style="list-style-type: none"> • Ms Laura Abbott • Mr Steven Granshaw 13Kaitiaki@pukekohehigh.school.nz	Whānau Rōpū x 13

Unique place of Māori Culture

Pukekohe High School is committed to the principles of Te Tiriti o Waitangi (Partnership, Protection, Participation) and is actively seeking to be an example of biculturalism in our community. Our strategic plan includes the goal of enhancing and strengthening reciprocal Māori partnerships. The school is advised and supported by a Whānau Āwhina rōpū – whānau who meet regularly through the year and who are independent of school leadership. The school is currently actively seeking to build connections with the Ngāti Tamaoho Trust Board.

Strategic Section



PUKEKOHE
HIGH SCHOOL

Vision: Learning Without Limits



Empowering curriculum

Strategic goals

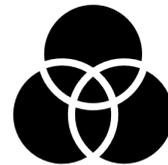
Our focus as a community of learners is...

Empowering curriculum that meets the individual needs of our diverse learners and enables them to explore and create new knowledge

Success statement

We will know we are successful when...

Multiple measures data shows strongly increased levels of engagement and achievement in learning



Innovative leadership

Igniting the capacity of staff and students to achieve continuous school improvement through effective internal evaluation

Though distributed leadership there is a cycle of sustained improvement with new initiatives emerging from different levels of the organisation



Inspiring environment

An inspiring physical, social and emotional environment that supports innovative teaching and learning

Students and staff have a strong sense of wellbeing, and pride in the school



Impactful partnerships

Impactful and reciprocal partnerships, based on the principles of Te Tiriti o Waitangi (Partnership, Protection, Participation)

Pukekohe High School is an active treaty partner and an example of biculturalism in our community

Manākitanga – Kotahitanga - Āarahitanga – Pūmautanga



PUKEKOHE
HIGH SCHOOL

Implementation schedule

Strategic initiatives		2021				2022				2023			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
1.1	Design localised and authentic curriculum to engage all learners with Cognition Education												
2.1	Create increased opportunities for staff to collaborate between and across learning areas												
2.2	Implement evaluation of efficacy of pathways through and beyond PHS												
2.3	Trial balanced scorecard using multiple measures with Springboard Trust												
2.4	Build High Performing Leadership Team capacity at multiple levels												

3.1	Implement student hauora project and embed across curriculum												
3.2	Ensure language, culture and identity is embedded across all contexts												
3.3	Campus redevelopment plan is adopted and actioned to meet projected roll growth												
4.1	Enhance and strengthen reciprocal Māori partnerships												
4.2	Enhance and strengthen reciprocal Pasifika partnerships												
4.3	Enhance and strengthen reciprocal partnerships with all community stakeholders												



Strategic Goal 1: Empowering Curriculum

Initiative	One-line descriptor	Accountable	Inputs	Activities <i>What people do?</i>	Outputs	Outcomes	Impact
1.1 Design localised and authentic curriculum with Cognition Education in preparation for campus redevelopment plan	Authentic curriculum		<ol style="list-style-type: none"> 1. PL Journal 2. Cognition Education partner with PHS 3. Relief for curriculum leaders 	<ol style="list-style-type: none"> 1. Scope current state 2. Gather student voice to establish baseline 3. Planned programme of visits to other schools 	<ol style="list-style-type: none"> 1. Lesson observations generate profile of teaching and learning over time 	<ol style="list-style-type: none"> 1. Curriculum content and contexts have changed 2. High quality, collaborative schemes of work exist in all learning areas 3. Mātauranga Māori contexts are in all learning areas 4. Higher rates of attendance, engagement, retention 5. Teacher clarity of curriculum levels 	<ol style="list-style-type: none"> 1. Students are fully engaged in their learning 2. Meaningful pathways are provided for diverse learning community
Measures:				<i>Student voice</i>	<i>Longitudinal data from Rongohia te hau and Cognition Education</i>	<i>Attendance and engagement data</i>	<i>Percentage of in-zone enrolments attending PHS increases over time</i>



Strategic Goal 2: Innovative Leadership

Initiative	One-line descriptor	Accountable	Inputs	Activities <i>What people do?</i>	Outputs	Outcomes	Impact
2.1 Create increased opportunities for staff to collaborate within and across learning areas.	Collaboration		<ol style="list-style-type: none"> 1. Kāhui Ako WISP roles (\$ and time) 2. Wednesday P.5 slot 3. PL Budget 4. PLD Journals – external expertise 	<ol style="list-style-type: none"> 1. WiSP Team meet regularly 2. PL programme – collaboration focus 3. PLGs 4. Special interest/task teams 5. Cycles of observation 6. Cycles of student voice 	<ol style="list-style-type: none"> 1. Sessions of PL 	<ol style="list-style-type: none"> 1. Teachers are planning together to improve student outcomes. 2. Evaluation is taking place at a classroom level, and between teachers and between teachers in different areas. 3. Student engagement is increased. 	<ol style="list-style-type: none"> 1. Teachers are empowered in their adaptive expertise. 2. Spreading collaborative practice in classroom and changing pedagogical norms at Pukekohe High School. 3. Students are empowered in their learning. 4. Student achievement and well-being outcomes are improved.

<i>Measures:</i>				<i>Within School Teacher team self-evaluation</i>	<i>Staff evaluations of PL programme</i>	<i>Attendance/retention, student voice, observation data</i>	<i>Student achievement data</i>
2.2 Implement evaluation of the efficacy of pathways through and beyond PHS	Pathways Evaluation		<ol style="list-style-type: none"> 1. Pathways Project Team 2. Kāhui Ako roles – with a transition focus 3. Career Central resource 4. PL to support increased capacity in Career Central. 	<ol style="list-style-type: none"> 1. Professional learning for subject teachers in pathway planning and use of Career Central. 2. Careers and Enrol/Transition staff analysing longitudinal data 3. Recommendations developed for changes to systems and structures. 4. Curriculum Leadership and Pastoral Leadership use this data to design courses and individualised responses to IEPs. 	<ol style="list-style-type: none"> 1. On-going pathway analysis 2. Increased capacity to evaluate pathway planning efficacy across and beyond PHS. 	<ol style="list-style-type: none"> 1. Reduction in disparity between educational outcomes for all learners. 2. Graduates of PHS go on to contribute to a positive, healthy and successful wider community. 3. Destination data reflects improved student engagement in continued education/training. 4. Student engagement is increased (attendance/retention, student voice, observation data). 	<ol style="list-style-type: none"> 1. The wider Pukekohe community is flourishing.
<i>Measures:</i>				<i>IEPs</i>	<i>Pathway analysis evaluation</i>	<i>Destination and retention data</i>	
2.3 Trial balanced scorecard in 2021 using multiple measures	Balanced scorecard		<ol style="list-style-type: none"> 1. Springboard Trust PL/mentoring 2. Student data – attendance, voice, achievement 	<ol style="list-style-type: none"> 1. Analysing a range of data to inform practice and decision making. 	<ol style="list-style-type: none"> 1. Design of infographic to reflect feedback on strategic goals 	<ol style="list-style-type: none"> 1. Infographics enable consistent reporting to BOT, students, staff, community 2. Balanced scorecard enables agile response to strategic initiatives 	<ol style="list-style-type: none"> 1. Increased understanding that Pukekohe High School is a centre of excellence in education – building the

							whole student/not just an academic lens. 3. Higher percentage of local families choose PHS.
<i>Measures:</i>					<i>PHS and SBT co-construct balanced scorecard</i>	<i>Positive articles in local and national media</i>	<i>Percentage of in-zone enrolments increases</i>
2.4 Build high performing team capacity at multiple levels	High Performing Leadership Team		<ol style="list-style-type: none"> 1. PL and mentoring programme with Springboard Trust 2. \$2,500 to Springboard Trust 3. Five days during 1 term 	<ol style="list-style-type: none"> 1. Pre-survey to understand how SLT works as a team. 2. SLT participates in workshops term 1, 2021. 	<ol style="list-style-type: none"> 1. SLT learns to receive honest feedback in a trusting environment and models this for whole school 2. Strengthened, strategic team capacity 	<ol style="list-style-type: none"> 1. SLT engaging in and leading coaching and mentoring across school 2. Distributed leadership model established across the school 	<ol style="list-style-type: none"> 1. Increased teamwork capacity of all staff 2. Develop shared vision and plan for high performance
<i>Measures:</i>			<i>SLT successfully completes HPLT training</i>		<i>External appraisal feedback</i>	<i>SLT 360-degree feedback from staff</i>	<i>Coaching model established</i>



Strategic Goal 3: Inspiring

Initiative	One-line descriptor	Accountable	Inputs	Activities <i>What people do?</i>	Outputs	Outcomes	Impact
3.1 Implement student hauora project and embed into curriculum	Student hauora project		<ol style="list-style-type: none"> Scope and gather resources from eg New Zealand Institute for Wellbeing and Resilience, Education Review Office, Te Whare Tapa Wha, MOE's Bullying Prevention and Response: a guide for schools Gather student, whānau and staff voice and establish baseline 	<ol style="list-style-type: none"> PL focus on hauora and wellbeing Examine practice in other schools throughout NZ Sharing of best practice to enable all curriculum areas to embed strategies for wellbeing 	<ol style="list-style-type: none"> Leaders establish a high level of coordination between pastoral care processes and curriculum Students actively contribute to the planning, implementation and review of wellbeing initiatives Students and their families are regularly asked about their experience of the school culture. 	<ol style="list-style-type: none"> Wellbeing values are consistently integrated into the school's curriculum Students are a powerful force in wellbeing and other decisions All students' wellbeing is actively monitored through multiple sources including attendance and exclusion data, NZCER surveys and flourishing 	<ol style="list-style-type: none"> Flourishing scales show positive correlation between PHS and self-esteem, relationships, optimism and purpose Diversity is valued and celebrated so that all students feel safe for who they are Board of Trustees ensures the school's vision and values reflect the strengths and potential of students, teachers,

						scales pulse points	parents and whānau
<i>Measures:</i>			<i>Stakeholder Voice</i>	<i>Analysis of visits to other schools</i>	<i>Student voice</i>	<i>Attendance; exclusion; NZCER survey; flourishing scales</i>	<i>Flourishing scales data</i>
3.2 Ensure language, culture and identity is embedded across all contexts of the school	Language, culture identity		<ol style="list-style-type: none"> 1. Use student, staff and whanau baseline data 2. Cultural experts to build cultural capital 3. Implement immersion experience for all staff (Te Ara Reo/Te Wananga o Aotearoa) – resourcing each learning area 	<ol style="list-style-type: none"> 1. Professional learning for reo, tikanga and wider mātauranga Māori 2. Tamaoho Hiikoi to places of significance 3. Normalisation of Te Reo Māori – signage, welcome, names of buildings, houses, whakairo of wharehenui 4. Waharoa at school entrance 	<ol style="list-style-type: none"> 1. Integration of te reo and mātauranga Māori in learning area schemes 2. Involvement in planning for immersion pathway at PHS and establishing confidence with community to keep language growing locally 	<ol style="list-style-type: none"> 1. Students, whānau and staff are increasingly confident in ensuring that language and culture are protected 2. Leavers are prepared to be leaders in bicultural Aotearoa 	<ol style="list-style-type: none"> 1. PHS has achieved a bicultural curriculum
<i>Measures:</i>							
3.3 Campus redevelopment plan is adopted and actioned from 2021 to meet projected	Campus redevelopment		<ol style="list-style-type: none"> 1. Ministry of Education Capital Works team invests in school 2. DCA architects 	<ol style="list-style-type: none"> 1. Maynard Marks carry out condition assessment of current school buildings 	<ol style="list-style-type: none"> 1. Ten classroom teaching block completed for start of 2022 school year 	<ol style="list-style-type: none"> 1. Flexible and innovative spaces built to support exciting curriculum 	<ol style="list-style-type: none"> 1. Phased campus plan enables seamless growth of school over next decade

roll growth to 2,700			<ul style="list-style-type: none"> 3. design masterplan 3. Condition assessment of current school carried out 4. PHS Board of Trustees property committee 5. Stakeholder engagement reflects community input into masterplan 	<ul style="list-style-type: none"> 2. Pukekohe HS masterplan consultation and confirmation by Board and Design Review Panel 3. Planned visits to other Auckland schools to investigate effective teaching and learning spaces 4. Board and leadership team agree campus plan with MoE 		<ul style="list-style-type: none"> 2. and pedagogy 2. Specialist spaces enable use by community as well as school 	<ul style="list-style-type: none"> 2. Inspiring environment supports innovative teaching and learning and student and staff wellbeing
<i>Measures:</i>			<i>Stakeholder engagement</i>	<i>Condition assessment, Design Review Panel, BOT sub-committee</i>	<i>Student and staff voice</i>	<i>Engagement data</i>	



Strategic Goal 4: Impactful Partnerships

Initiative	One-line descriptor	Accountable	Inputs	Activities <i>What people do?</i>	Outputs	Outcomes	Impact
4.1 Enhance and strengthen reciprocal Māori partnerships	Māori Partnerships		<ol style="list-style-type: none"> 1. Ka Hikitia – Ka Hāpaitia 2. Tātaiako 3. PLD journal 4. External expertise 5. Kāhui Ako roles and time 6. Student Voice 	<ol style="list-style-type: none"> 1. Cultural immersion Professional Learning / wānanga + noho 2. Peer-coaching (WISP) 3. Self-reflection based on own student voice 	<ol style="list-style-type: none"> 1. Teachers are increasingly aware of their identity and role as partners in Education with our Māori community. 2. Adapting teaching and learning to enable critical consciousness 3. Adapting teaching and learning to integrate Mātauranga Māori 	<ol style="list-style-type: none"> 1. We will give practical effect to Te Tiriti o Waitangi at Pukekohe High School. 2. Greater equity in student outcomes (achievement, well-being, destination, attendance, retention) 	<ol style="list-style-type: none"> 1. We will support whānau, hapū, iwi and Māori to participate in the governance and leadership of Pukekohe High School.
<i>Measures:</i>			<i>Student Voice</i>	<i>Student Voice</i>	<i>Student and whānau voice</i>	<i>Achievement data</i>	<i>Whānau and wider iwi voice</i>
4.2 Enhance and strengthen reciprocal	Pasifika Partnerships		<ol style="list-style-type: none"> 1. Action Plan for Pasifika Education 2020-2030 	<ol style="list-style-type: none"> 1. PL on Pasifika Action Plan 2. PL on Pasifika Culture 	<ol style="list-style-type: none"> 1. Structural change at Faculty Level to address Equity and Institutional Racism 	<ol style="list-style-type: none"> 1. Role in decision making 2. School Role in the community 	<ol style="list-style-type: none"> 1. Pasifika Aiga will be involved in all aspects of the school.

Pasifika partnerships			<ol style="list-style-type: none"> 2. Pasifika Achievement Team 3. Student Voice 4. Aiga voice 5. External Mentoring 6. Internal and External Funding 	<ol style="list-style-type: none"> 3. Further developing Polyfest and Pasifika Dance 4. Regular Fono 5. Running Targeted Study Groups 	<ol style="list-style-type: none"> 2. Teachers are increasingly aware of their identity and role as partners in Education with our Pasifika community. 3. Families Receiving regular, helpful and meaningful communication 4. Family being aware of practical strategies to help their children 	<ol style="list-style-type: none"> 3. Pasifika Community have a clear voice and can see their voice being listened to and enacted. 4. Pasifika culture is valued and understood both as Pasifika and the intricacies of individual Pasifika Identities. 5. Families actively leading decisions about learning goals and pathways 6. PHS and its community engaged in reciprocal, learning-centred relationships 	<ol style="list-style-type: none"> 2. Aiga will feel comfortable leveraging current involvement to be active in all areas of the school
<i>Measures:</i>			<i>Student Voice</i> <i>Aiga Voice</i> <i>Funding budget</i>		<i>Aiga Voice</i>	<i>Aiga Voice</i>	<i>Aiga Voice</i>
4.3 Enhance and strengthen reciprocal partnerships	Community partnerships		<ol style="list-style-type: none"> 1. Kaiāwhina and Whānau connection 2. PTA active and involved 	<ol style="list-style-type: none"> 1. Community leadership building on existing connections to 	<ol style="list-style-type: none"> 1. Communication changes focus from Administration to Learning 	Alumni association as legacy of 2021 centenary Relationships formed with key	<ol style="list-style-type: none"> 1. Our community is proud of their local school

with all community stakeholders			<ul style="list-style-type: none"> 3. Consultation over Strategic Plan/Graduate Profile 4. Create School support business opportunities 5. Create opportunities for whānau involvement in learning 	<ul style="list-style-type: none"> 1. give stakeholders a role 2. Facilitating active whānau engagement in how to support learning 3. Business support for delivering curriculum opportunities 	<ul style="list-style-type: none"> 2. Digital newsletter available to students and parents as well as for staff for communication 	community groups	<ul style="list-style-type: none"> 2. Secondary school of choice for Pukekohe community
Measures:			<i>Parent and community surveys</i>	<i>Engagement analytics</i>		<i>Sustainable income stream for school</i>	<i>Proportion of in-zone enrolments attending PHS</i>

Annual Section

PROFESSIONAL LEARNING PROGRAMME 2021

Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero¹
Through the eye of the needle pass the white thread, the black thread, and the red thread.

KAUPAPA/ VISION:

To implement a responsive professional learning programme which: supports the school's strategic direction and ensure quality pedagogy and improve teaching practice which **accelerates** learning progress and promotes high academic achievement, particularly to advance **equity** and **excellence** goals.

WHĀINGA / AIM(S):

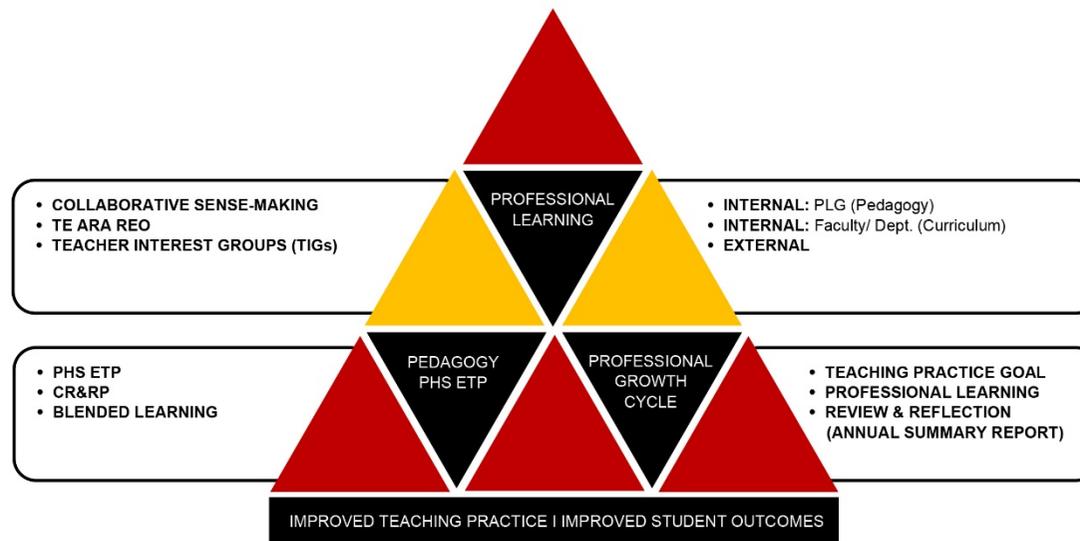
1. To support the school's strategic direction
2. To build capacity and support staff in the implementation of culturally responsive and relational pedagogy
3. To evaluate progress and improvement continually to assess what is and is not working, and for whom, and then to determine what changes in practice are needed.

MĀTĀPONO / PRINCIPLE(S):

Alongside the principles of *The New Zealand Curriculum* (Ministry of Education, 2007), *Ka Hikitia – Ka Hāpaitia, The Māori Education Strategy* (Ministry of Education, 2020), and *Tātaiako: Cultural Competencies for Teachers of Māori Learners* (Ministry of Education, 2011) the professional learning programme particularly draws on the concepts of:

- **Ako:** A teaching and learning process wherein sense-making is dialogic, interactive and ongoing, power is shared, and reciprocity is vital (Ministry of Education, 2013; Kia Eke Panuku 2016)
- **Wānanga:** Participating and engaging with others in learning and robust dialogue in the process of sharing and reflecting upon current understandings that leads to decision-making for future success and the creation of new knowledge (Ministry of Education, 2011; Kia Eke Panuku, 2016).

PEDAGOGY / PROFESSIONAL LEARNING / PROFESSIONAL GROWTH CYCLE COHERENCE FRAMEWORK 2021



HĀTEPE/ PROCESS:

PROFESSIONAL LEARNING PROGRAMME: There are three (3) key parts to the PL framework and programme: FACULTY/ DEPT. time, TEACHER INTEREST GROUPS (TIGS) and SELF-DIRECTED time. It is expected that all teaching staff actively engage in all parts of the Professional Learning programme.

FACULTY/ DEPT: Led by faculty leaders, this time is to be used for professional learning as relevant to each faculty and/or department, working towards faculty/ department goals, and is at the discretion of each faculty leader as appropriate for their learning needs.

TEACHER INTEREST GROUPS (TIGS). Led by both teachers with expertise, LSCs and in some cases external providers, the purpose of the TIGs is to foster **collaborative sense-making, shared practice** (pedagogy, and specific teaching strategies), and **co-construction** across curriculum areas and the school.

SELF-DIRECTED: The purpose of self-directed time is to provide space for teachers to work independently on their own professional learning, and/or professional growth cycle. This time could be used for research, resource development, planning, reflection, and evaluation in relation to the PGC goal or Teacher Interest Group.

TEACHER INTEREST GROUPS:

- The topics of the Teacher Interest Groups (TIGs) are aligned to the school goals and were developed in response to interests indicated in the teacher survey during 2020.
- Participation in the Teacher Interest Groups (TIGs) should be negotiated in learning areas and there should be a spread of learning area teachers across the different TIGs. The intention of this is to ensure the spread of ideas and information across learning areas through an iterative pattern of: learning > collaboration > teaching practice (taking action) > reflection/ evaluation > feedback (inquiry).
- Teachers who have enrolled in the Te Ara Reo course through Te Wānanga o Aotearoa are **NOT** expected to participate in a TIG and this time can be used to complete any necessary course work
- Once TIG allocations have been negotiated in learning areas (Faculty/ Dept. PL, Week 4) Intentions should be indicated on a document to be shared at a later date. You should attend only ONE of the TIGs. You will need to stay with this group for all scheduled TIG. All groups are limited to 10 teachers only.

REVIEW and EVALUATION:

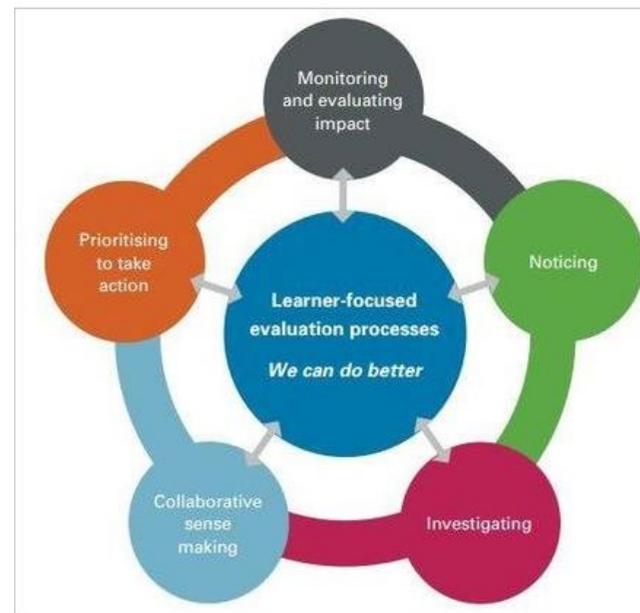
Review and critically evaluate progress and improvement (individual/ group/ faculty/ department/ whole) throughout the year – including sharing data and analysis towards faculty/ department review(s); and reflection on teaching practice towards individual appraisal

EXTERNAL PROFESSIONAL LEARNING

From time to time staff may want to attend external professional learning courses, where their professional learning needs are not being met by the within school PL programme. Staff should discuss these in the first instances with their Kaihautū and then apply using the green professional learning application form. Teachers should be able to explain how the professional learning they have applied for aligns with the school's strategic vision.

TEACHER INTEREST GROUPS (To be confirmed)

1. Microsoft 365 suite, including Teams and Onenote
2. Computational Thinking / Digital Technologies & Hangarau Matihiko (digital learning)
3. Universal Design for Learning to accelerate learning
Addressing specific learning needs
4. Mātauranga Māori / Te Reo Māori / Tikanga
5. Culturally Responsive and Relational Pedagogy
6. The Effective Teacher Profile (CR and RP)
7. Collaborative Curriculum Planning (for teachers in charge)



of junior curriculum and others interested in curriculum change)

8. Teacher wellbeing and mindfulness

PROFESSIONAL LEARNING PROGRAMME TIMELINE 2021:

Term 1: Kotahitanga. This term we are establishing Teacher Interest Groups (TIGs), and how we can become a stronger community of learners together.

Term 2: Manākitanga. This term we are demonstrating care for our own learning and the learning others. Actively participating and contributing in TIGs and faculty/ department PL opportunities.

Term 3: Arahitanga. This term we are actively leading learning. We will be engaging in collaborative sense-making in TIGs to develop our understanding and build capacity.

Term 4: Pūmautanga. This term we term maintain our focus and critically evaluate the impact or our actions.

	Date	Professional Learning
Term One: Kotahitanga	03.02.21	New Staff Induction
	10.02.21	No PL scheduled – school starts 8.40am
	17.02.21	Whole Staff PL – Te Tiriti o Waitangi (Guest presenter)
	24.02.21	Whole Staff PL – Launching PGC and the ETP
	03.03.21	Faculty * Faculty PLD plan shared
	10.03.21	TIGs
	17.03.21	Faculty * Tuakana-Teina PGC relationships established and initial conversations completed
	24.03.21	TIGs
	31.03.21	Faculty
	07.03.21	TIGs
	14.03.21	Self – directed *(Reflect / Review / Act – Self Evaluation)

*Faculty Professional Learning plans can be structured at the discretion of Kaihautū in consultation with their faculty middle leaders. These should align with their faculty goal and the strategic direction of the school.

*The newly established professional growth cycle (PGC) requires 2 annual professional conversations (usually at the beginning and end of the cycle), development of a goal related to the standards for the teaching profession and one lesson observation and feedback (PCTs and STC teachers will require more than this).

There is no requirement for student appraisal of teaching practice to be included as part of the professional growth cycle, however, it is good data to use a measure of effective teaching practice and of strategies implemented as part of your TIGs, faculty and / or personal goals.

*The focus for TIGs is on learning (noticing and investigating)

Tern Two: Manākitanga	Date	Professional Learning
	05.05.21	Whole Staff - TBC
	12.05.21	Faculty *precedes PPTA Accord Day 13/05
	19.05.21	TIGs
	26.05.21	Self-directed
	02.06.21	Faculty
	09.06.21	TIGs
	16.06.21	Self-directed
	23.06.21	Faculty
	30.06.21	TIGs
	07.07.21	Self – directed *(Reflect / Review / Act – Self Evaluation)

*The focus for TIGs this term is on collaborative sense making along with prioritising to take action

*Lesson observation and feedback (as part of the professional growth cycle) should be completed during term one or two to allow learning conversations to take place.

*PPTA Accord Day Thursday 13 May

Tern Three: Arahitanga	Date	Professional Learning
	28.07.21	Whole Staff - TBC
	04.08.21	Self-directed* This follows the year 11-13 whānau interviews
	11.08.21	Faculty *This follows the PPTA Accord Day on 10/08
	18.08.21	TIGs
25.08.21	Faculty	

	01.09.21	Self-Directed
	08.09.21	TIGs
	15.09.21	Faculty
	22.09.21	TIGs
	29.09.21	Self – directed *(Reflect / Review / Act – Self Evaluation)

*The focus for TIGs during term three is taking action

*PPTA accord day Tuesday 10 August

	Date	Professional Learning
Tern Four: Pūmautanga	20.10.21	Whole Staff - TBC
	27.10.21	Faculty
	03.11.21	TIFs
	10.11.21	Self-Directed
	17.11.21	Faculty
	24.11.21	TIGs
	01.12.21	Faculty *PGC annual summary reports should be completed and passed to the principals EA *End of year achievement data review for faculty inquiry
	08.12.21	Self – directed *(Reflect / Review / Act – Self Evaluation)
	15.12.21	No PL scheduled – Year 10 prize-giving

*The focus for TIGs during term four is evaluating impact

*PPTA Accord Day Thursday 25 November

Annual Plan



PUKEKOHE
HIGH SCHOOL

4. Pukekohe High School, Annual Plan 2021

Term 1	Term 2	Term 3	Term 4
Design localised and authentic junior curriculum			
HPLT workshops for SLT			
		Commence Phase 1 of campus redevelopment	
Enhance and strengthen reciprocal Māori partnerships			

STRATEGIC GOALS	EMPOWERING CURRICULUM	INNOVATIVE LEADERSHIP	INSPIRING ENVIRONMENT	IMPACTFUL PARTNERSHIPS
STRATEGIC INITIATIVES	Design localised and authentic curriculum for Years 9 and 10	Engage in High Performing Leadership Team training for SLT	Commence Phase 1 of campus redevelopment	Enhance and strengthen reciprocal Māori partnerships
MEASURES	Student voice Attendance data Engagement data Percentage of in-zone enrolments	Staff voice through 360-degree survey at start and end of 2021 SLT self-analysis	Stakeholder consultation over design of innovative learning spaces Roll growth projections to phase building Stakeholder surveys	ERO feedback from lesson observations, October 2020 Longitudinal Rongohia te hau data Number and proportion of staff who engage in Te Ara Reo and are successful in completing programme Student voice (ongoing, regular)
ACTIONS	Carry out classroom observations to establish baseline Planned programme of visits to selected schools Schedule dedicated time for curriculum leadership teams to work on curriculum	SLT engage in audit of current leadership actions and roles Consider alternative leadership models SLT engage in High Performing Leadership Team training through SBT Develop PHS coaching model	PHS masterplan consultation and confirmation by Board and Design Review Panel MOE Capital Works Team appoints external Project Manager Courts are relocated near gyms Phase 1 of building 10 classroom block begins	Staff participate in Te Ara Reo through Te Wananga o Aotearoa Each learning area embeds examples of mātauranga Māori into their junior curriculum

RESOURCES	PL Journal hours Work with dedicated facilitator from Cognition Education Time for curriculum teams to meet and work on junior curriculum	Springboard Trust HPLT 5 days PL for SLT Term 1 \$2,500	MOE Capital Works Team DCA architects BOT Property sub-committee \$90 million Property manager appointed	40+ staff give 3 hours per week to Te Ara Reo + 2 noho marae Whānau āwhina rōpū advise and support embedding of mātauranga Māori
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Manākitanga – Kotahitanga - Ārahitanga - Pūmautanga

7.2 BOT Work Programme

Title	Strategy Update and Work Programme
Date	15 March 2020
Prepared By	Ben Stallworthy, Chair
Approved By	Ben Stallworthy, Chair
Purpose	For information.
Recommendations	That the Pukekohe High School Board of Trustees: <ul style="list-style-type: none">• Endorses the draft work programme presented with this report• Requests that the Finance Lead reports in April about the proposed structure and operation of the Finance Sub-Committee• Requests that the Policy Programme Lead reports in April to confirm the policy review programme for 2021.
Attachment	Draft Annual Work Programme

Introduction

A board work programme is a useful governance tool because it allows the Trustees and the staff that support the board to plan ahead. The board's work programme is derived from the board's strategic plan and its objectives.

This report is to:

- Confirm the current status of strategic planning
- Propose a draft annual work programme.

Strategic Plan

The Education Review Office (ERO) conducted a review of the Pukekohe High School in 2018 that resulted in the school being placed under annual management. This limited the board's ability to set strategic direction either informally or by using the 'Charter'; or strategic plan.

The board decided in December 2019 that 2020 provided an opportunity to plan ahead and maximise engagement of staff and community in the development of a new Charter and Strategic Plan and took the following steps:

- In May 2020, the board discussed a plan for strategy development and a rough programme was proposed working towards completion in December:
- In July 2020, workshops were conducted with the board and Senior Leadership Team. Supported by Springboard advisors.
- In August 2020, the Principal developed a strategic 'plan on a page'. A draft document that puts together the information gathered in the workshops into an easily read, simple format that can be used for consultation.
- In September 2020, the 'plan on a page' was endorsed by the board for consultation and the document is currently under consultation with staff and stakeholders.
- In early 2021 further community consultation was conducted and approximately 155 parents responded. A significant majority of respondents supported the plan. See below.



- In February 2021, the board received a report from the Principal about consultation with a draft of 'Learning Without Limits' attached.
- At that meeting the board accepted the draft but requested that the Principal:
 - Conduct two public meetings to provide opportunities for face-to-face consultation.
 - Ensure that Pasifika and Maaori communities are consulted.
 - Make sure that the plan is translated in te reo.

The strategic plan 'Learning without Limits' is ready and can be submitted to the Ministry of Education.

Annual Work Programme

With the strategic plan complete, it is now time for the board to confirm an annual work programme. The board's current key initiatives are:

- Ensuring implementation of the new strategy 'Learning Without Limits'.
- Improving the school's relationship with the local iwi and improving Maaori outcomes.
- Inputting into the Ministry of Education's plan to upgrade the school's buildings and facilities.
- Governing cultural change at the school.

Pairing these strategic objectives with the board's statutory duties provides the basis of the draft 2021 work programme attached to this report.

Discussion

The are other governance issues that need to be addressed at this time briefly summarised as follows:

- The policy review programme needs to be confirmed (i.e. which policies the board intends to review this year) with the Policy Programme Lead.
- Operation of the Finance Sub Committee needs to be confirmed, this committee has not been required as most financial issues have been dealt with by the board as a whole, as we move into more stable operations it may be sensible to review this committee and how it operates. The Chair has discussed this with the Finance Lead who will report in April.

Summary

A proposed board work programme derived from the board's strategic is available, review of the programme indicates there is a requirement for discussion and confirmation with the Trustees before it is approved.

Next month that discussion will happen and the work programme can then be confirmed, however that does not stop the programme being endorsed at this meeting and starting to be used as a basis for planning.

Draft Board Work Plan - 2021

Review	Area for Review	March	April	May	June	August	September	October	November	December	
Strategic Review	Charter	Charter signed off 'Learning without Limits'									
	Long-term Strategic Plan	Strategic Plan developed as part of 'Learning Without Limits' signed off.			Report against actions in strategic plan		Report against actions in strategic plan		Report against actions in strategic plan		
	Governance	<ul style="list-style-type: none"> Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> Review and confirm Finance Sub Committee structure Confirm policy programme lead. Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> Annual Report approved for MOE Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> 2022 BOT meetings and work plan drafted Cultural change update (Principal) Property update (Principal) Maaori partnership update (Principal) 	<ul style="list-style-type: none"> Review and confirm 2022 committee structure Board Performance Self-Review 	
Regular Review	Policy Review (Policy lead)	TBC by policy workstream lead									
	Learner Progress and Achievement (Principal)			Final 2020 NCEA results & Analysis of Data	Projection of 2021 NCEA results	Projection of 2021 NCEA results					
	Performance Management (HR Sub-committee)		2020 Staff appraisal summary (Principal)	Principal's 2020 appraisal complete Principal's 2021 performance agreement approved				Principal's 2021 Appraisal occurs			
	Budget (Finance Sub-Comm)	Finance Report (Business Manager)	Finance Report (Business Manager)	Finance Report (Business Manager)	Finance Report (Business Manager)	Finance Report (Business Manager)	Finance Report (Business Manager)	Finance Report (Business Manager)	Finance Report (Business Manager)	Review Draft 2022 Budget	Approve Final 2020 Budget
	Annual Goals	Report (Principal)	Report (Principal)	Report (Principal)	Report (Principal)	Report (Principal)	Report (Principal)	Report (Principal)	Report (Principal)	Report (Principal)	Board Performance Self-Review

7.3 PHS Policy



Personnel Policy

Policy to support NAG 3 Personnel

Outcome statement

The obligations and responsibilities of being a good employer are met.

Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through the Principal as chief executive.

Delegations

The board delegates responsibility to the Principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment documents and identified good practice.

Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees' understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free environment is provided
- employment records are maintained and all employees have written employment agreements
- management pay units for appropriate positions are allocated in a fair, transparent manner
- employee leave is effectively managed and reported so that:
 - the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
 - board approval is sought for any requests for discretionary staff leave with pay
 - board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
 - board approval is sought for any requests for staff travelling overseas on school business
 - the board is advised of any staff absences longer than 20 school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from an appropriate industrial advisor where employment issues arise and the school's insurer is notified.

Procedures/supporting documentation

Staff leave form

Staff leave procedure

Staff performance review

Professional development

Storage of confidential information

Monitoring

The Board will monitor the performance of this policy in ways such as; staff usage reports, performance management reports, staff turnover.

Legislative compliance

State Sector Act 1988 Employment

Relations Act 2000 Privacy Act

1993

Health and Safety at Work Act 2015

Collective employment agreements

Reviewed: 2021

Next review: 2024



Planning & Reporting Policy

Policy to support NAG 2 Self Review

Outcome statement

That Pukekohe High School has a clear and open process for both setting a strategic plan for the school and reporting to the school community.

Scoping

The Board recognises that a clear strategic plan will outline the goals and priorities for the year. Regular reporting through the use of students achievement information will be used to evaluate impacts of teaching and learning.

Delegations

The Board is responsible in its governance role for ensuring that Pukekohe High School has a clear vision and strategic plan for the school. The Principal as chief executive is responsible for the delivery and reporting of this plan.

Expectations and limitations

The Pukekohe High School Board of Trustees, with and through the Principal and teaching staff will:

- Develop a charter/strategic plan as its major policy statement and the guiding document for the school. The charter/strategic plan will be updated each year and provided to the Ministry of Education
- Report to students and their parents on the progress and achievement of individual students:
 - on the basis of good quality assessment information
 - in plain language, in writing, at least twice a year
 - across the National Curriculum, as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa, including in literacy and numeracy and/or te reo matatini and pāngarau.
- Reports to the school community, without identifying individual students, on the progress and achievement of students as a whole and in groups, on the basis of good quality assessment information, including the achievement of Māori students in relation to the plans and targets developed in consultation with our Māori community.
- Maintain a comprehensive programme of self-review, and ongoing cyclical internal evaluation and inquiry, including:
 - plans and programmes
 - evaluation of student progress and achievement information, based on good quality assessment information
 - implementation audits and reports
 - a triennial review of policies and procedures
 - special reviews triggered by emerging issues and unforeseen events.
- Provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter/strategic plan. This will be provided to the Ministry of Education at the same time as the updated school charter/strategic plan.
- Conduct an annual review of board performance, which considers the annual report, ERO report, the board roles and responsibilities, and any relevant matters.

Procedures/supporting documentation

Charter / Strategic plan

Assessment schedule

Annual Report / Analysis of variance

Monitoring

The Board will receive regular reports as part of monthly Board meetings. These reports will focus on the annual goals set and measure impact of initiatives.

Legislative compliance

Education Act 1989 and Amendment 1991

<http://www.legislation.govt.nz/act/public/1989/0080/latest/whole.html>

Reviewed: 2021

Next review: 2024

7.4 BOT Code of Conduct (The Board Secretary will bring a copy to sign if all in agreement)



Board of Trustees - Code of Conduct

Code to support Board of Trustees Meetings Policy

Outcome statement

The code is designed to ensure that the Board operates efficiently and effectively and that all members are treated fairly and equitably. The code also gives guidance to all members on the standards of conduct required by the Board of Trustees.

Expectations and limitations

Board Members shall:

As members of an effective governance team, each member of the board of trustees shall:

- ensure the needs of all students and their achievement is paramount
- show commitment to school and its vision
- maintain and understand the values and goals of the school
- protect the special character of the school
- publicly represent the school in a professional manner
- act as good employer
- respect the integrity of the principal and staff
- observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the board's decisions
- speak publicly with one voice through board policies and endeavour to ensure that any disagreements with the board's stance are resolved within the board
- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate may receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
- recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be open to receiving appropriate professional development.

I agree to the Code of Conduct as outlined above on 15 March 2021:

Name	Signature	Name	Signature
Ben Stallworthy	_____	Denise Proctor	_____
Rani Amaranathan	_____	Lita Henwood	_____
Lincoln Sharp	_____	Laura Abbott	_____
Logan Soole	_____	Celeste Nyatsanza	_____
Simon Williams:	_____		

8.1 Staff Culture at PHS

Introduction

Developing a positive and supportive staff culture is crucial to lifting the overall performance of the school. As a Board, and leadership team, we are saying unequivocally that every staff member will be expected to abide by the highest standards of professional conduct.

The Board are aware of, and have addressed, several significant issues during 2020 that have impacted negatively on staff culture. As a governance and leadership group, we are determined to ensure that instances of harassment and bullying have no place at Pukekohe High School. The Board have asked the SLT to develop a proposal to ensure there is a transformative change in staff culture. As Principal, I am confident that this work is already underway, and that staff culture is more positive and united than in the recent past. However, more remains to be done.

Programme

Since the February meeting I have considered several external providers to support a strong and inclusive staff culture at PHS. At the time of writing, I have a final meeting with one external provider on Friday 12 March. I will be able to add a verbal update for the Board on Monday.

1. Termly, whole staff professional development led by the external provider, starting in term 2 and continuing into 2022 depending on ongoing review and evaluation.
2. Although teaching staff are most critical because of the direct impact on students, I believe this programme also needs to address and support a positive culture among support staff, with a separate programme.
3. An external provider will also be asked to work alongside individual staff members where issues arise and where internal processes need additional support
4. The training and appointment of staff members who will have a proactive, empowered roles as harassment officers, to whom staff can report issues and gain support

Richard Barnett
Principal