



AGENDA

NOTICE OF MEETING 2020

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

OPEN MEETING

Welcome from Chair and Karakia

Welcome to new Member Logan Soole and pepeha introductions

- | | |
|---|--------------|
| 1. Apologies | 2 min |
| 2. Declarations of Conflicts of Interest | 3 min |
| 3. Confirmation of Previous Minutes | 3 min |
| Minutes of the Pukekohe High School Board of Trustees dated 14 December 2020 have been circulated to all Trustees | |
| 4. Correspondence | |
| Nil | |
| 5. Annual Election of Chair | |
| Principal will take the Chair and the election will be conducted | |
| 6. Extraordinary Business | |
| Nil | |
| 7. Items for Information | 15min |
| 7.1 Memo on 2020 Attendance at PHS | |
| Richard Barnett | |
| 7.2 Feedback on Parent Consultation on PHS Strategic Plan | |
| Richard Barnett | |
| 7.3 Staff Culture at Pukekohe High School | |
| Richard Barnett | |
| 8. Items for Decision | 10min |
| 8.1 PHS Sports Uniform Provider and Costs | |
| Lincoln Sharp | |

Resolution:

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*

9. Standing Items **20min**

9.1 Financial Report

9.2 Principal's Report

9.3 Health, Safety and Wellbeing Report

9.4 Student Rep Report

9.5 Staff Rep Report

10. Meeting Closes approx **7.15pm**

Workshop with Architect

3. Confirmation of Previous Minutes

MINUTES

**A meeting of the Pukekohe High School Board of Trustees
was held at 6 pm, 14 December 2020 in the Staffroom**

OPEN MEETING

Present: Ben Stallworthy (Board Chair), Rani Amaranathan (Deputy Chair), Lincoln Sharp, Lita Henwood, Denise Proctor, Laura Abbott, Celeste Nyatsanza, Richard Barnett (Principal), Rachel Hamlin (Associate Principal), Gerard Tindling (Deputy Principal), Denis Murphy (Business Manager) and Jessica Finlay (Board Secretary)

Welcome from Chair and Karakia

Welcome to the new Associate Principal, Rachel Hamlin

1. **Apologies**
Apologies were received from Simon Williams.
2. **Declarations of Conflicts of Interest**
A conflict was noted for the
3. **Confirmation of Previous Minutes**

Minutes of the Pukekohe High School Board of Trustees dated 9 November have been circulated to all Trustees.

Chair moved:

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

Seconded: Denise Proctor
Carried

4. Correspondence

- 4.1 Nil

5. Extraordinary Business

Nil

6. Items for Discussion

6.1 Education Review Office – Unconfirmed Report

Chair moved:

“That Pukekohe High School Board of Trustees accept the ERO – Unconfirmed Report as fact, with any changes to be notified to Board Secretary for official reply to ERO by 15 January 2021.”

Seconded: Rani Amaranathan

Carried

7. Items for Decision

7.1 2012 Development Strategy & Work Programme Report

The Chair moved the report be taken as read.

Community consultation with the school community will commence in January, with plans to be with MoE by 1 March 2021. Development of community communications important and the 'Learning without Limits' needs to be available in Te Reo Maori.

Carried

7.2 IT Provider 2021

Richard Barnett moved:

"That the Pukekohe High School Board of Trustees approves the proposed Platinum Agreement with New Era IT to provide full IT support to the school from January 2021."

Seconded: Lincoln Sharp

Carried

7.3 2021 Financial Budget

Lincoln Sharp moved:

"That the Pukekohe High School Board of Trustees accepts the tabled 2021 Finance Budget for 2021."

Seconded: Lita Henwood

Carried

7.4 SIP Funding – Resolution

Richard Barnett moved:

"That the Pukekohe High School Board of Trustees approves the allocation of School Investment Package funding of \$400,000 for the Administration block upgrade, new Volleyball and Basketball court and Harris Street entrance upgrade."

Seconded: Ben Stallworthy

Carried

7.5 Maadi Cup Grant Application

Richard Barnett moved:

"That the Pukekohe High School Board of Trustees supports and endorses the application to the Pelorous Trust for funding for the rowing team to the 2021 Maadi Cup by Justine Morrison, Mercer Rowing Club, as attached in point 7.4 and agree to sign the separate tabled document"

Seconded: Denise Proctor

Carried

Lincoln Sharp's conflict is Noted.

7.6 2021 Board Meeting Dates

Jess Finlay moved:

"That the Pukekohe High School Board of Trustees changes the meeting to the third Monday on the month in 2021."

Seconded: Ben Stallworthy

Carried

7.7 2020 Guidance and Learning Support Report

The Chair moved to have the report taken as read.

Carried

7.8 Parent Election Update (Verbal)

Richard Barnett provided a verbal update of the parent elections.

Carried

8. Standing Items

8.1 Financial Report

Lincoln Sharp moved:

"That Pukekohe High School Board of Trustees accept the November Financial Report."

Seconded: Celeste Nyatsanza

Carried

8.2 Principal's Report

A workshop will be arranged in early 2021 with the Ministry of Education architect to further discuss the campus redevelopment plans.

The Principal moved:

"That Pukekohe High School Board of Trustees accepts the Principal's Report"

Seconded: Lincoln Sharp

Carried

8.3 Health, Safety and Wellbeing Report

The Principal moved:

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

Seconded: Ben Stallworthy

Carried

8.4 Student Representative Report

The Student Representative moved:

"That Pukekohe High School Board of Trustees accepts the update"

Seconded: Laura Abbott

Carried

8.5 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 7.13pm

Next meeting is 15 February 2021

7.1 Memo on 2020 Attendance at PHS

Attendance and engagement were strategic goals for PHS for 2020. The goal in our strategic plan was to have "at least 65% of our students with attendance of 90% or above." (90% is defined by the MOE as regular attendance).

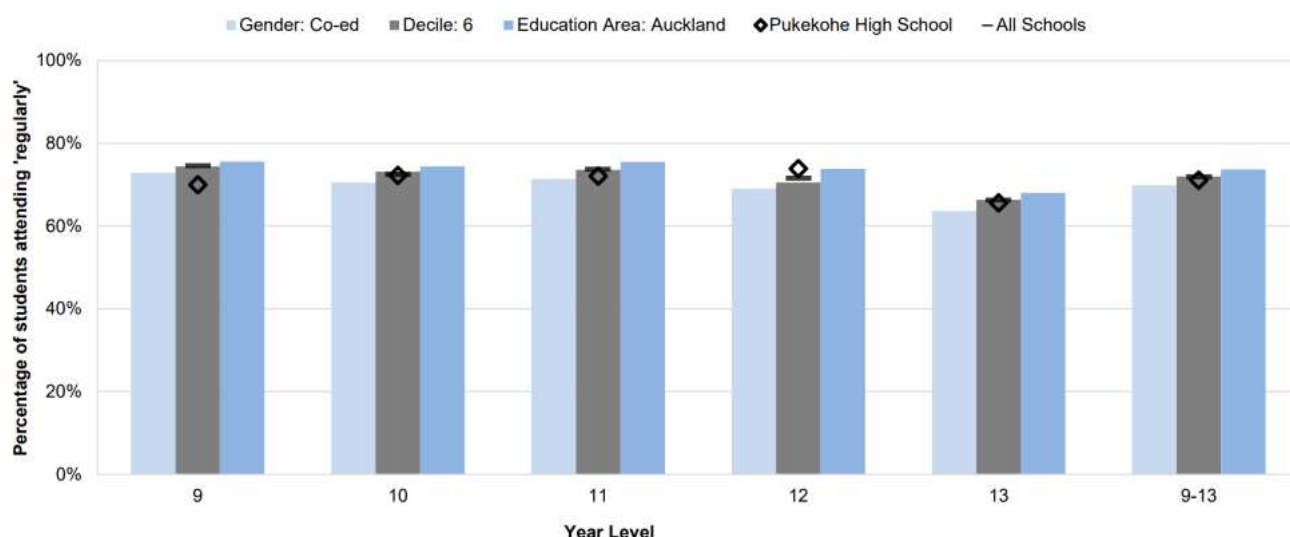
It is pleasing to see that we met that goal quite easily in 2020 with 70.3% of all students having attendance above the 90% mark and all year levels other than Year 13 having greater than 65%.

The school sends data to the MOE to compile the **Every Day Matters** report, based on Term 2 attendance. During the first five weeks of Term 2 last year, New Zealand was at Covid Alert Level 4 and students were engaged in home learning and almost 100% of schools coded their students as Learning Offsite for this period. This has inflated the overall Term 2 attendance rate nationally and at almost all schools. Any comparisons with previous data from previous years should keep this in mind.

The MOE **Every Day Matters** survey shows that for PHS, Year 12 were above; Year 10 and 13 were at; and Year 9 and 11 were below national average.

'Regular' attendance, by Year level (Term 2, 2020)

Comparing the proportion of students with 'regular' attendance at your school with national and like-school benchmarks.



The percentage of Year 12 students (your highest-attending group) attending regularly was greater in your school than in all comparison groups.

• Note: Comparison by school type is not provided in this chart because school types are typically related to Year levels of students attending.

There is no doubt that the two periods of lockdown had an impact on attendance during 2020, and in particular, students with intermittent attendance (those who attended one or more lessons each day but who were truant from other classes).

There are several issues that the school must address during 2021 to improve on the statistics and situation described above:

1. The porous nature of the school's boundary fences and the ability of students to leave during the day.
2. The proximity of Bledisloe Park and wellbeing concerns for the students who go there during the day; and the reputational damage this group of students and ex-students causes.

3. Internal truancy – numbers of students who wander the school grounds without leaving the campus.
4. Intermittent attendance – students who make deliberate decisions to attend some classes but not others.

The start of year is an opportunity to reset expectations and standards.

1. An electronic gate and fence are being installed at the John St entrance. As funding allows, a priority will be installing a new gate at the Harris St entrance.
2. The school has changed its canteen provider to make it more attractive for students to purchase and eat food on site.
3. We will work with police and local shopkeepers to encourage their support in reducing truancy.
4. Attendance will continue to be regularly monitored and data communicated to parents, students and staff in newsletters and assemblies (this worked well in 2020).
5. Improved systems and processes for following-up truancy and contacting homes will continue to be embedded and strengthened during this year.
6. Developing a more engaging and authentic junior curriculum is a strategic goal in 2021. The evidence is clear that students will attend classes that they see as engaging and where they have good relationships with the teacher.

7.2 Feedback on Parent Consultation on PHS Strategic Plan

Learning without limits: parent consultation on draft vision

At the time of writing there have been 156 responses.

1 The draft vision for our school is **LEARNING WITHOUT LIMITS**. What do you think of our new vision? Please tell us why (the previous vision was 'A positive place of learning')

Most of the written responses to this question are very positive. Parents welcome the aspirational draft vision: “Good because it is aiming high”; “Awesome, a lot more inspiring”; “I like it better than the current one”.

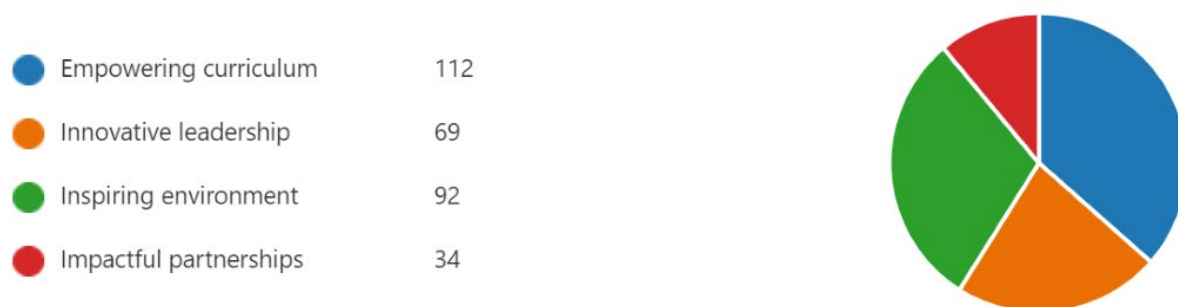
Some typical responses are:

- “Sounds like a great way to encourage kids learning”
- “I think it has some great concepts, especially creating a curriculum which keeps students engaged”
- “Learning without limits is certainly an easily understandable message that can be adapted to suit different styles and aspirations of learners and teachers.”
- “It sounds more inspirational, hopeful and places the ownership on both staff and students. Students need to be willing to explore their potential more in this environment conducive to success without limits. I like it!”

Other comments indicate the need to ensure that the vision is reflected in the reality of teaching and learning – the “proof is in the outcome”; and “it depends on the commitment to the statement”.

2 Our **FOUR** goals are below. Please choose the **TWO** that you think are most important. (Click on the link in the email to see the full draft plan on a page for more detail on each of our goals).

Most parents indicated the priorities for them are engaging curriculum and inspiring environment. A breakdown of the data is as follows:



3 For the goal that you think is **MOST** important, what is **ONE** action that the school should take in 2021 to make that goal a reality?

The responses to this question were more critical of the school and can be grouped as follows:

- Several responses questioned whether the current **curriculum** is inspiring and whether it encourages students to be curious. A number emphasised the need to involve students in decision-making about the curriculum (greater student agency).
- A strong theme in these responses was about the **school environment** – the need to ensure there was a sense of pride, that staff are consistent in the quality of their teaching and managing of student behaviour.
- A further theme was the need to improve **communication** with the community – “Would be great if parents access to school notices etc was improved”

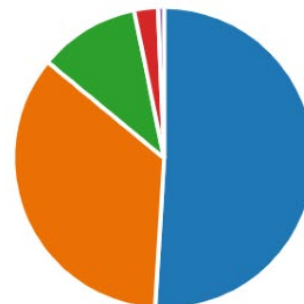
Two contrasting responses were:

- “Better communication with parents especially around reporting and choosing options to ensure kids get right subjects for future pathways. Poor communication doesn’t inspire confidence in quality of the school”
- “I think you already do a great job at building and supporting impactful partnerships between the school, students and external entities”

4 What is your overall opinion on our new vision and goals for PHS?

Overall, 86% of parents either strongly support or mostly support the draft vision and goals.

Strongly support	80
Mostly support	55
Neutral	17
Do not support	4
Strongly against	1



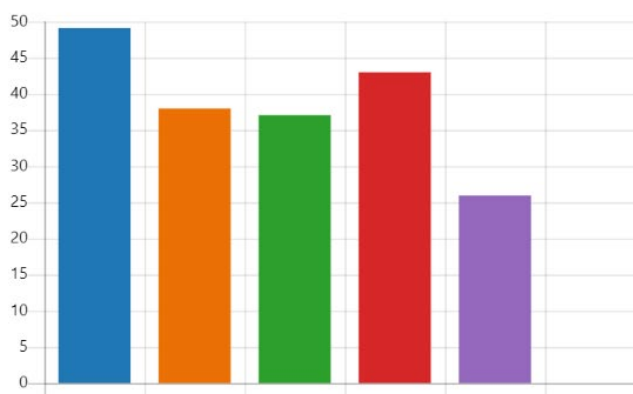
5 Is there another goal that we should have included? If so, what is it?

Some important responses to this question included:

- The need for a holistic approach to produce well-rounded students – drama and music
- The importance of communication including school’s positive successes
- Partnerships with local business and community groups
- The importance of getting technology right, especially devices
- Addressing bullying and cyberbullying
- Encouraging respect for the protection of the environment
- Combatting anxiety
- A stronger emphasis on academic achievement
- Ensuring PHS is a school for high achievers
- Ensuring there is a pathway for Te Reo Māori speakers
- Encouraging cooperation, respect and kindness



6 My student(s) is/are in the following year levels

Year 9	49
Year 10	38
Year 11	37
Year 12	43
Year 13	26
Year 14	0



7 My student identifies with the following ethnicity

NB This question did not allow the selection of more than one ethnicity

	Maaori	18
	Pasifika	3
	NZ European	102
	Other	28



7.3 Staff Culture at Pukekohe High School

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, a number of 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.

The Plan

In 2021 the key initiative will be to engage with an external provider to work with staff to develop and enhance a coherent and values-based culture that places students at the heart of all that we do as a school and community. Following further consultation with staff, I will bring a specific proposal to the March Board meeting for consideration and decision.

Our Code, Our Standards

The Teaching Council of Aotearoa New Zealand sets out the high ethical standards that are expected of every teacher in [Our Code](#) (see overleaf).

The **Code** applies to every registered teacher and is a set of aspirations for professional behaviour. As part of section 387 (6) of the Education Act, it is binding on all teachers.

The **Code** has been developed to:

- Set out the high standards of ethical behaviour expected of all members of the teaching profession.
- Provide learners, their families and whanau, their communities and the public with trust and confidence in teachers and the profession.
- Honour teaching as a profession of high trust and integrity.

During 2021, the following actions will be taken to develop and enhance staff culture at Pukekohe High School:

1. An external provider will be engaged to work with staff to enhance and promote an inclusive and values-based culture that leads to greater staff wellbeing and job satisfaction.
2. A strong statement of the school's values and expectations will be included in the Staff Handbook, which is given digitally to all staff.
3. Each term during the year, we will use some of the Wednesday morning Professional Learning time with all teaching staff to reinforce our shared understanding of the high standards expected of all staff at PHS.
4. We will work with middle leaders to ensure that staff are regularly reminded of the school's expectations and that the school's values are lived and modelled for our students by teachers. The **Code** enables all school leaders to have professional learning conversations with staff in their areas and teams.
5. Any issues or complaints that are brought to my attention will continue to be investigated and dealt with promptly. Where necessary, for more serious matters, the Board will be informed.

Conclusion

These initiatives will support the development of an open, transparent and inclusive work environment for staff. In turn this will have significant impacts on student wellbeing. The NZCER ¹ [Teacher Workplace Survey](#) will be a valuable tool to assess the success of these initiatives.

THE CODE OF PROFESSIONAL RESPONSIBILITY

Ngā Tikanga Matatika mō ngā Haepapa Ngaiotanga



8.1 PHS Sports Uniform and Provider Costs

Title	Sports Team Uniforms
Date	14 December 2020
Prepared By	Lincoln Sharpe
Approved By	Ben Stallworthy, Chair
Purpose	For Decision
Recommendations	That the Pukekohe High School Board of Trustees <ul style="list-style-type: none">• Request the School investigate developing a coordinated approach to sports team and supporters uniforms.• Request a review of sports team uniform supplier contractual arrangements to ensure that the parents are getting best value from team uniforms.

Introduction

Discussions within the school community about sports team uniforms raise a number of questions. It was noted the Sports Casual Uniform and Supporters Clothing is not centrally coordinated there are coordinated rugby uniforms but other teams are not coordinated. It is also noted in the community that Pukekohe High School Uniforms are more expensive than other sports team uniforms.

School sports team attire is an integral part of developing a stronger, school spirit and culture

Analysis

It would be good to investigate the situation with the sports team uniforms with the aim of developing pride in the school by having coordinated uniforms.

Further this would provide an opportunity to ensure that best value for money is being provided for parents.

9.1 Financial Report

December 2020

1. Attached is the December 2020 income & expenditure statement, balance sheet and 3 graphs showing surplus vs budget, working capital vs budget and the staff banking figure as at 30 November.
2. In summary the December YTD surplus is \$267,264 against budgeted deficit of (\$4,601). (Last month \$376,684 vs budgeted surplus \$57,551). Working Capital is \$994,635 (November \$1,083,308).
3. Comparing the year's result to 2019 our position is much improved. Last year's surplus was \$102,489. 2020's result is over two and half times that figure. The 2019 year end working capital was \$594,198. In 2020 the figure is \$994,635. It is interesting that we survived the impact of Covid well in financial terms despite the loss of a significant portion of our International Student Income.
4. Negative variances to budget worth noting are:
 - Income**
 - investment income due to low interest rates
 - Expenditure**
 - Learning Resources**

Staff Development is over budget by \$139,373 -the total cost was \$270,000 but the 2021 year should be a lot less expensive in this regard. Total learning resources costs are 2% over budget.
 - Administration**

In total administration costs are \$23,000 over budget by 3%
 - Property**

In total property costs are 2% over budget with R&M/Cyclical Maintenance being the main cause of this. A lot of the work done was certainly needed as some of our equipment is over 20 years old and the buildings are getting old too so need a bit to maintain. The cyclical maintenance costs by themselves are \$70,000 annually and this is all internal and external painting of various rooms/blocks around the school and the annual external washdown of all buildings.
 - Depreciation**

Still higher than budget because of the MOE donated computers.
5. **Staff banking.** Staff banking sits at \$32,000 approx for December due a number of staff's final pay in December. The figure has since dropped to \$12,000 (the second January pay) as the year end for education payrolls in 31 January.
6. **2020 Financial Statements-MOE format.** The first draft of the end of year financial statements to be sent to the auditors has been completed. Edtech used to do this work in previous years. As you are aware the 2019 statements have not yet been signed off but I have taken the figures from them as the 1 January 2020 starting figures. The second draft will be completed mid-February as by then all of the year end creditors' invoices should be in.

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.
5	Nov 2020	Migration to Xero	With the appointment of new accounts/payroll officer Sue Langheim we are making progress with this. 2021 budget figures have been put in and many debtors/creditors names have been put in as well. Opening balances based on 2020 final figures will be put in soon.

Pukekohe High School
Income and Expenditure Report
For the 12 months to 31 December 2020

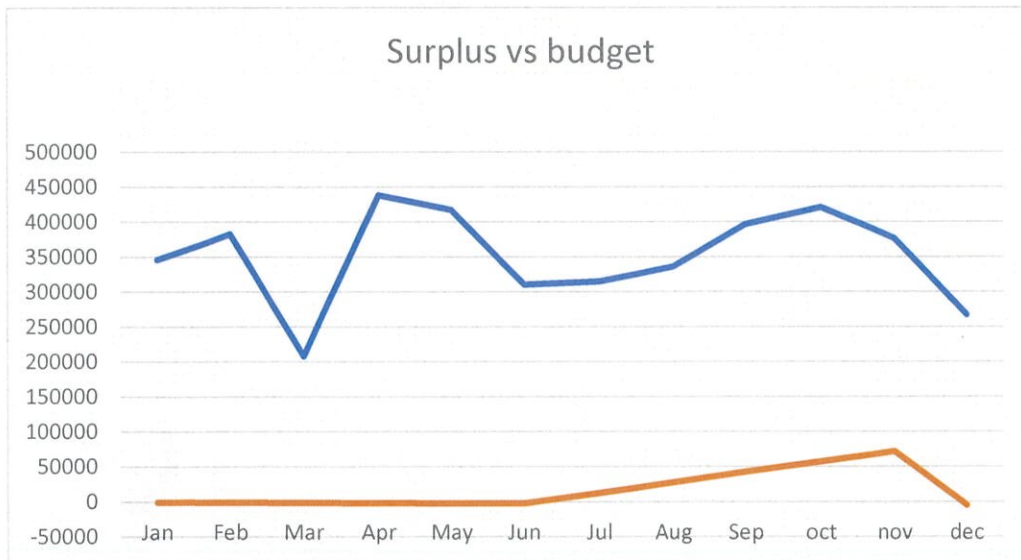
	Actual Dec \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	% Variance
Income					
Government Grants	372,285	4,580,884	4,315,878	265,006	6
Investment income	1,132	27,670	53,500	(25,830)	(48)
Locally Raised funds					
Donations/Fundraising/Activities	(15,270)	103,978	147,859	(43,881)	(30)
International Students	14,477	126,975	(74,041)	201,016	271
Net Trading	923	(27,391)	(39,817)	12,426	31
	130	203,562	34,001	169,561	499
Total Income	373,547	4,812,116	4,403,379	408,737	9
Less expenses					
Learning Resources					
Library	6	6,310	7,417	(1,107)	(15)
Curricula	28,367	489,623	557,574	(67,951)	(12)
Curricular Other	20,478	57,863	69,740	(11,877)	(17)
Extra Curricular	-	18,199	17,000	1,199	7
Staff Development	29,317	269,939	130,566	139,373	107
Staff Expenses	143,052	1,484,344	1,494,150	(9,806)	(1)
	221,220	2,326,278	2,276,447	49,831	2
Administration					
Audit/Accounting	1,381	21,324	22,205	(881)	(4)
BOT Expenses	3,435	87,453	81,799	5,654	7
Communication	1,175	22,539	19,000	3,539	19
General/Consumables/Legal	10,685	67,850	63,435	4,415	7
Risk Management	872	19,783	19,291	492	3
Staff expenses	75,868	650,758	640,482	10,276	2
	93,416	869,707	846,212	23,495	3
Property					
Caretaking/Cleaning	18,366	203,125	186,400	16,725	9
Consultancy and Contract services	1,166	11,915	11,000	915	8
Grounds	7,666	35,461	23,500	11,961	51
Heat, Light and Water	13,368	147,529	176,500	(28,971)	(16)
R&M/Cyclical Maintenance	45,626	240,270	196,421	43,849	22
Staff expenses	24,103	228,509	259,411	(30,902)	(12)
	110,295	866,809	853,232	13,577	2
Depreciation	43,433	476,697	425,000	51,697	12
Finance Costs	400	5,796	7,089	(1,293)	(18)
Gain/loss on Sale of Fixed Assets	-	(435)	-	(435)	
	43,833	482,058	432,089	49,969	12
Total Expenditure	468,764	4,544,852	4,407,980	136,872	3
Surplus/(Deficit)	(95,217)	267,264	(4,601)	271,865	5909

Pukekohe High School

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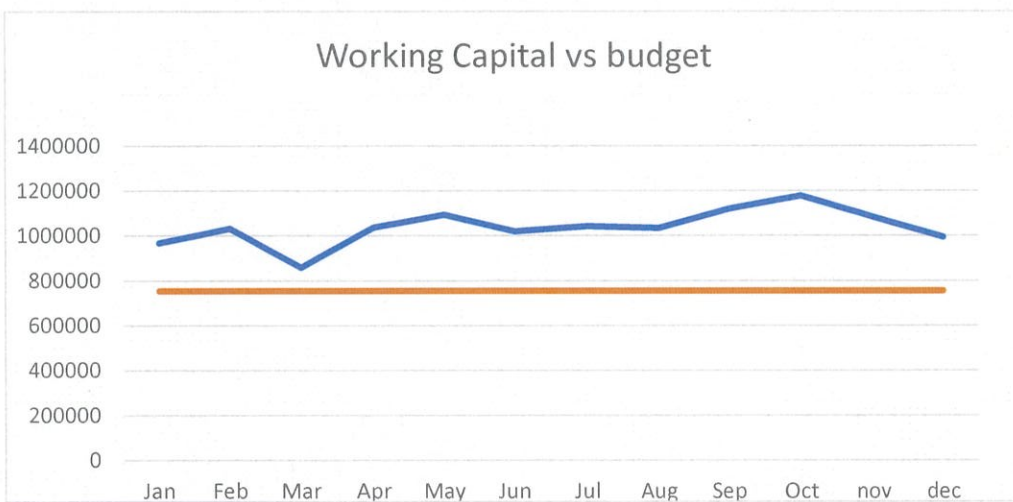
BALANCE SHEET REPORT
of Financial Position as at December 2020

LAST YEAR TO DATE		THIS YEAR TO DATE	BUDGET END OF YEAR	YEAR END LAST YEAR
	CURRENT ASSETS			
	BANK ACCOUNTS			
270,288	BANK Cheque A/c 00	485,762	106,512	270,288
100	Petty Cash	100	100	100
3,527	Bank ASB Intl 01	39,486	0	3,527
0	80000.04 International Students Tr	0	0	0
0	80002.00 Principal's Visa	0	0	0
1,081,928	80100-110 Term Investments	1,284,258	900,000	1,081,928
1,355,843		1,809,606	1,006,612	1,355,843
	RECEIVABLES			
154,138	Debtors Control	83,264	150,000	154,138
682,320	Sundry Debtors	0	686,458	682,320
26,595	Prepayments	7,839	26,595	26,595
863,053		91,103	863,053	863,053
	INVENTORY			
3,797	Stock	3,797	3,797	3,797
	less CURRENT LIABILITIES			
	ACCOUNTS PAYABLE			
65,791	Creditor's Control	200,261	0	65,791
17,519	Sundry Creditors	5,064	100,000	17,519
83,310		205,325	100,000	83,310
	ACCRUALS / OTHER LIABILITIES			
753,207	Salary & Other Accruals	111,524	735,833	753,207
10,000	Cyclical Maintenance - Current	70,515	10,000	10,000
44,805	Finance Lease - current	77,715	114,026	44,805
0	Prog. Maint External Paint - Curren	0	0	0
(32,776)	GST	448	(32,776)	(32,776)
(685)	Clearing Accounts	(721)	0	(685)
0	Suspense	0	0	0
774,551		259,481	827,083	774,551
	INCOME IN ADVANCE			
34,455	Income in Advance	24,957	0	34,455
0	MOE Grants in Advance	0	0	0
429,368	International Students Funds in Ad	272,334	93,463	429,368
11	Other Funds in Advance	(9)	0	11
0	Trust Accounts	0	0	0
68,855	Student Funds in Advance	49,232	0	68,855
532,689		346,514	93,463	532,689
	MOE PROPERTY FUNDING			
177,171	MOE 5 Year Property - Projects	98,551	177,171	177,171
654,972	Equals WORKING CAPITAL	994,635	675,745	654,972
	Add FIXED ASSETS			
2,257,855	Fixed Assets b/fwd at WDV	1,851,840	1,851,839	2,257,855
0	Add Fixed Assets purchased this ye	559,428	422,757	0
(406,016)	Less Depreciation - Current Year	(476,697)	(425,000)	(406,016)
1,851,839		1,934,571	1,849,596	1,851,839
	Less TERM LIABILITIES			
279,064	Cyclical Maintenance - Term	261,200	226,996	279,064
34,026	Finance Lease - Term	178,715	170,000	34,026
0	Prog. Maint External Paint - Term	0	0	0
313,090		439,915	396,996	313,090
2,193,721	TOTAL NET ASSETS	2,489,291	2,128,345	2,193,721
	REPRESENTED BY:			
1,977,695	ACCUMULATED FUNDS	2,132,947	2,132,946	1,977,695
52,763	Increase in Equity	89,080	0	52,763
98,721	Surplus (Deficit)	267,264	(3,851) (4,601) (4,601)	102,489
2,129,179	TOTAL EQUITY	2,489,291	2,129,095	2,132,947



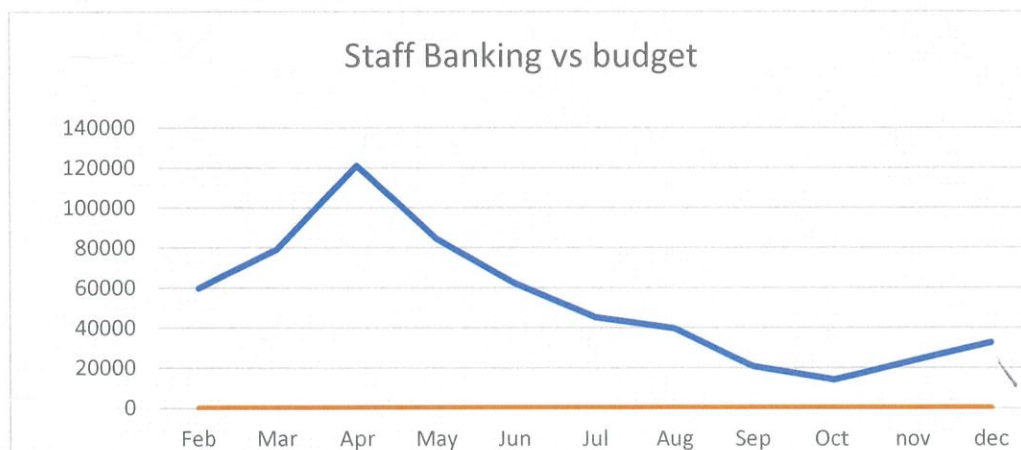
Blue=actual

Orange= budget



Blue=actual

Orange=budget



Blue =actual

Orange= budget

9.2 Principals Report

1 NCEA achievement

Please find attached to the Board agenda the NZQA Principal's report on achievement in NCEA and UE. This data is based on enrolment as at 1 July 2020 and is the more challenging measure (in comparison to participation-based data which measures achievement against those students who sat each standard, which would show the results in a stronger light).

- These are not the final figures for 2020 achievement data. At the March Board meeting, I will be able to present revised data, based on the number of students who are currently within 5 – 10 credits of passing their respective NCEA level, achieving these final credits. We are working with these students to gain the credits that they need before the end of February deadline.
- At each NCEA level there has been an improvement in overall pass rates from 2019, which in turn were an improvement on 2018. (Level 1 = 3.6%; Level 2 = 7%; Level 3 = 7.5%).
- At NCEA levels 1 and 2, PHS has exceeded the overall National pass rates and is close to Decile 4 – 7 (see graphs). At Level 3 the gap between PHS and National and Decile 4 – 7 is narrowing.
- The 2020 results continue the overall upward trend in Māori achievement since 2018. The 2020 results for Māori were very close to National results in Levels 1 and 2.
- The 2020 results for Pasifika also continue the upward trend in achievement since 2018 though they are not yet at the same level as National or Decile 4 – 7.
- The exception to the overall improved results is University Entrance, where the gap between PHS and National and Decile 4 – 7 schools continues.
- Girls' UE performance dipped by 5.3% while boys UE performance improved by 9.6%
- We will investigate our pathway planning further during 2021. The aim is to have effective and meaningful pathway planning for our year 13s so that we know how many of our students are aiming for UE, and then we can compare how close to that figure we get in 2021. Ensuring at the start of the year that those students aiming for UE have the right pathway is clearly crucial.
- We are considering using mentoring funding from MOE to support Māori and Pasifika students at Years 12 and 13 to ensure meaningful pathways are fully available (Māori UE = 16.4%; Pasifika UE = 21.1%; overall UE = 39.4%)
- The gap between males and females remains significant at Level 1 and Level 3, less so at Level 2 (although the gap narrowed significantly at Level 3 comparing 2020 to 2019).
- We have already identified the Year 9 and 10 curriculum as a strategic area for development in 2021. Part of this work will include ensuring the junior curriculum is engaging for boys, which in turn will better prepare boys for NCEA Level 1 and help to address the achievement gap (14.5% at level 1 for 2020).
- Merit and Excellence endorsements remained static or showed a marginal improvement in comparison to 2019. Again, this needs to be a focus for 2021 to ensure that there is an emphasis on the overall quality of achievement, not just on passing; and communicating the clear message that students at PHS perform well academically.

Overall Merit and Excellence endorsements

	Year 11		Year 12		Year 13	
	2019	2020	2019	2020	2019	2020
Merit %	19	17	16	19	13	16
Excellence %	9	9	6	8	7	7

- At the March meeting I will present some further, disaggregated data. During 2021 we will provide the Board with achievement data by learning area in addition to the overall tracking spreadsheets used in 2020.

- The tracking sheets have been a valuable tool to monitor and respond to data during the year and to maintain the focus on lifting achievement across the school.

2 Enrolments for 2021

At the time of writing, the number of students enrolled on KAMAR is 1,852 broken down into year levels as follows:

Year 9	Year 10	Year 11	Year 12	Year 13
415	383	365	393	296

Numbers will continue to fluctuate in the lead up to 1 March roll return. Creating two additional form classes in Year 9 has made the rooming problematic and we will explore options with MOE for additional spaces.

3 Balanced Scorecard for schools in partnership with Springboard Trust

This year PHS will partner with Springboard Trust in a Balanced Scorecard pilot (BSCS), involving only 5 other schools nationally.

Over the course of this pilot, we will be developing a framework and series of accurate, broad-ranging and holistic measures that help the Board and leadership team more accurately identify how our school is performing against our strategic initiatives.

This work is based on the Kaplan & Norton Balanced Scorecard Framework, developed initially in 1992 to measure business performance in terms of customer, internal process, financials and learning/growth. Over time, the framework was adapted by the Massachusetts Consortium for Innovative Education Assessment (MCIEA), whose work we have adapted for use in New Zealand.

Overall, the goal with BSCS is to help the school to better capture, organise and utilise information – much of which we will already have – to get a clearer, more holistic sense of progress against your goals.

In particular, together with Springboard Trust, we will establish:

- Clear baselines (where we are currently)
- Check-ins to measure progress and necessary adjustments
- End-of-initiative reviews and understanding of progress
- Impact measures to assess long-term effects and sustainability

This will focus on five key areas, that BSCS will shape your understanding and analysis of:

1. **Teaching and leadership.** Your team's abilities, skill sets, needs and capacity to grow, including whether they have the right support, current classroom practices and ongoing development.
2. **School culture.** In particular, the degree to which the school environment is a safe space for students, physically, socially and emotionally.
3. **Resources.** The adequacy of our facilities, personnel and curriculum and the degree to which the community supports these.
4. **Academic learning.** Students' academic identities, progress, performance and readiness for further education.
5. **Community and wellbeing.** Civic engagement, work ethic, creative and performing arts, and health – elements that shape students' overall sense of wellbeing, health and belonging.

The intention of the Balanced Scorecard is to develop our own tools and understanding to measure true, broad-ranging progress – beyond the often-narrower scope of academic achievement.

4 Property Matters

School Investment Package (SIP) funding

The two main SIP projects supported by the Board at the December meeting are near to completion:

1. The refurbishment of the Reception and Administration downstairs Massey block to better meet the needs of parents, students and senior staff.
2. The installation of an outside volleyball court and 4 basketball hoops for student use during interval, lunchtime and Health and Physical Education lessons
3. The remaining portion of SIP funding (approximately \$30K) will be used to enhance the entrance and signage at Harris St.

The installation of the electronic gate at John St has been delayed for approximately two weeks but will be a practical measure to support the health and safety of students and staff.

The following classrooms and classroom spaces have been painted and refurbished during the January term break:

- E block
- Drama Studio
- Student Support area

Following the February Board meeting, trustees will meet with Werner Naude, architect for the overall campus development plan and Phase 1 of the new build, which is a 10-teaching space classroom block to be situated on what is now the Astroturf at the Harris St entrance.

5 Staff Leave Request

Carol Mulcahy has been accepted on to the Doctor of Education programme at the University of Auckland, having successfully completed her Master's in Education. In 2021 this would involve Carol having unpaid leave for 15 school days to attend the compulsory elements of the programme. This report seeks the Board's agreement for Carol to participate in the doctorate programme.

6 Key Dates for Term 1, 2021

- 16 February – Senior Prizegiving, from 7.00pm at the Indian Association Hall
- 19 February – Athletics Finals
- 22 February – consultation meeting with parents at 6.00pm on draft Vision and Strategic Plan following the recent survey for our community.
- 25 February – Swimming Finals
- 4 – 5 March – Academic Conferences
- 10 March – Tennis Championships
- 15 March – BOT Meeting
- 2 April – Tauranga Jazz Festival
- 12 April – PolyFest Week
- 16 April – End of Term 1

TBC on Fono and Hui for closer to end of term.

9.3 Property, Health, Safety and Wellbeing

1. SIP - admin block update. The work is nearing completion. The project has not been without its issues especially in trying to pin down sub-contractors to arrive when they say they are coming. New furniture has arrived but before it is installed the new offices will be blessed.
2. SIP - volleyball/basketball courts. Work is underway and we anticipate completion in mid-March. Diggers are on the job at present levelling the ground. The area has been fenced off and trucks etc access the site through gate 1 on Harris St at the eastern end of the school.
3. John St gate. Again, hold ups aplenty with this job. We understand powder coating is the issue. However, we made it clear to the contractor that the gate needs to be in place and working by Tuesday 9 February whether it is coated or not.
4. Cyclical maintenance. A number of classrooms were painted inside over the holidays. It was sorely needed. The drama room in particular looks really good now. Also, some blocks were washed down as well.
5. We are not aware of any industrial accidents to contractors on any of the above jobs - the school (Richard) bears ultimate responsibility as "owner" of the work site.
6. Walk through fire drill. On the teacher only day on Friday 5 February all staff carried out a walk through fire drill (no students involved) to ensure staff are familiar with the new assembly point and new staff are introduced to the evacuation procedure at PHS. The new assembly area is at right angles to the old one on the lower playing field. Students will now line up in their Whanau Roopu facing the bank between the two playing fields. On fine days they will be seated on the ground which should make control a lot easier as we are taking the rolls.
7. We also spoke about the lockdown procedure. Staff were told that we will have a full lockdown practice within the first few weeks, also a full fire drill with students.
8. It is expected that schools have two per year of each, but we may run more than that depending how the first ones go.

Denis Murphy

9.4 Student Representative

Overall, the beginning of the year has gone smoothly for students. I haven't heard of many issues with timetables and people are settling back into routine again. The peer support on Tuesday went well and I think the Year 9s will settle nicely.

The only issue raised was clarity of information on whether Year 13s were supposed to attend school on Tuesday 8 February, even if they weren't doing peer support. This led to some confusion we head students felt pressure as we were unable to provide answers. This had been raised with teachers earlier due to concerns, and we only had a final answer on Monday evening. Despite posting on Instagram, some people still turned up to school on Tuesday not realising that they didn't need to.

The councils are working to try come up with a way for people to submit questions, concerns and ideas on Instagram and we're considering putting a Google form link on the page. This would also likely include an option for the submission to go to the BOT student representative.

This year for the Year 13s, we posted a poll on the school Instagram asking people if they would prefer to use Facebook or Instagram to get their news and we had more people vote for Instagram and as a result of this, we've made a Year 13 Instagram page.

Talking to the head students and prefects, communication between and within the councils is going well, and we've decided on Wednesdays we'll wear our formals and have weekly inter-council meetings starting this coming Wednesday.

The Year 13 population was disappointed about the cancellation of Valentine's Day celebrations however the head students and prefects are working to come up with a substitute.