



# AGENDA

## NOTICE OF MEETING 2020

**A meeting of the Pukekohe High School Board of Trustees  
will be held at 6 pm, 19 April 2021 in the Staffroom**

### OPEN MEETING

#### Welcome from Chair and Karakia

- |  |               |
|--|---------------|
| <b>1. Apologies</b>  | <b>2 min</b>  |
| <b>2. Student Presentation - The Hoodie Crew</b><br>Antonia Wilcox, Denny Daly, Murphy Liefting, Zoe de la Rey and Phoebe Sirett                             |               |
| Resolution:<br><i>That the PHS Board of Trustees to approve adding the presented 'House Hoodie' sweatshirt to the PHS uniform commencing Term 2, 2021.</i>   | <b>10min</b>  |
| <b>3. Declaration of Conflict of Interest</b>  | <b>2 min</b>  |
| <b>4. Confirmation of Previous Minutes</b><br>Minutes of the Pukekohe High School Board of Trustees dated 15 March 2021 have been circulated to all Trustees | <b>3 min</b>  |
| <b>5. Correspondence</b><br>Nil  |               |
| <b>6. Extraordinary Business</b><br>Nil  |               |
| <b>7. Standing Items</b>   | <b>20 min</b> |
| 7.1 Financial Report   |               |
| 7.2 Principal's Report   |               |
| 7.3 Property, Health and Safety Report   |               |
| 7.4 Student Representative Report  |               |
| 7.5 Staff Representative Report  |               |
| <b>8. Items for Decision</b>   | <b>20 min</b> |

**8.1 BOT Work Programme 2021**

Ben Stallworthy

**8.2 PHS Policy Review** (policies attached separately)

Simon Williams

- Credit Card
- Staff Device
- Student Device
- Uniform
- Enrolment
- Policy Framework

**8.3 School Van Report**

Logan Soole

**9. Items for Information**

**10 min**

**9.1 PHS Student Uniform**

Dennis Murphy

**9.2 Truancy Report**

Richard Barnett

**10. Meeting Closes approx**

**7.15pm**

**Next Meeting: Monday 17 May 2021**

## **2. Student Presentation – The Hoodie Crew**

### **Presentation to BOT Pukekohe High School by The Hoodie Crew**

**Monday 19<sup>th</sup> April 2021**

**Title:** To introduce House Hoodies into the official uniform of PHS

**Purpose of Presentation:** To seek approval from the BOT to allow The Hoodie Crew to supply and distribute house hoodies commencing Term 2, 2021.

#### **Current Status from Market Research: (470+ respondents)**

- 56% of students do not know what their house stands for
- There is little or no team/school spirit
- 48% of the students said they do not wear school jackets because of
  - gender identity
  - comfort
  - current jackets are not waterproof or warm
- There is an equity gap with some elite students wearing them and the rest of the school not allowed hoodies
- 97% of students said they would buy a hoodie
- Parents would buy the hoodie as it is school uniform

**Product ‘Houses Hoodies’** – Black hoodies with 5 coloured inside hats and pull strings – one for each house. See powerpoint

#### **Costs and Pricing:**

Sale Price \$79.99 for approx. 500 units

Profit per unit \$12.00 = \$6,000 profit before YES tax of 25%

Profit distributed to The Rising Foundation \$1,800

#### **Timeline:**

Commence selling in Term 2 by pre-orders

**Resolution:** The Hoodie Crew would like the PHS Board of Trustees to approve adding the presented ‘House Hoodie’ sweatshirt to the PHS uniform commencing Term 2, 2021.

## 7.1 Financial Report

### Commentary on March 2021 Financial Statements

1. Attached is the March 2021 income and 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 YTD surplus is \$156,672 (February \$165,743) against budgeted surplus of \$71,042 (February \$47,539). Working Capital is \$1,055,642 (February \$1,051,679).

#### **Variances**

3. Negative variances to budget worth noting are:

##### **Income**

Investment income down due to very low interest rates.

As explained previously Net Trading is worse than budget due to early year purchases of workbooks which we could previously charge for. March variance is \$9,924 compared to February's negative variance of \$15,127.

##### **Expenditure**

##### **Learning Resources**

As noted last month Extra-Curricular expenditure is over by \$6,492 but down from the \$8,641 we were over last month.

Staff Development continues to be over budget for reasons explained previously.

##### **Property**

Caretaking/cleaning continues to be over budget due to the number of sanitiser/bottles etc bought for Covid.

##### **Depreciation**

Still higher than budget but we have made some significant capital purchases already particularly computers (as per the capex budget approved in December).

##### **Balance Sheet**

Working capital has levelled off at \$1,055,642 and is close to budget.

4. **Staff banking.** This has climbed to just over \$100,000. We have made payroll adjustments to reduce this figure as the school did last year when at the same time staff banking was over \$120,000. By the end of the year, we were down to around \$20,000.
5. **2020 Annual Accounts**  
We sent the draft accounts and supporting documentation off to the auditors by 31 March as required. They are doing this year's audit remotely. As you are aware the 2019 annual accounts have not yet been finalised due to the ongoing legal matter so 2020's figures are based on assumed opening balances etc from the draft 2019 accounts.
6. **Fixed Asset Register.**  
For a number of years now the auditors have commented that the school's fixed asset register in MUSAC bears no relation to the figures in the accounts. We are addressing that issue at present as part of the 2020 audit process.

The reason for the discrepancy appears to be that over the years, our previous accounting service provider Edtech and the school's accounting staff failed to update the register as new

assets were purchased and old ones were written off. *Perhaps not surprisingly the ICT figures in the register show the biggest difference to the accounts.* All the figures will have to be accurate for our migration to Xero.

## 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 legal 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 and are under review.
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	I met with our 5YA Property Project Manager Greg Bowler a couple of weeks ago and the Hall job has now been closed off. We have sent a bill to MOE for the \$41,000 shortfall. The last tow jobs to close off are the Fire Alarm Upgrade and Massey Roof job.
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 the 3 months to 31 March 2021**

	Actual Mar \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	Variance %
<b>Income</b>					
Government Grants	405,780	1,257,445	1,138,445	119,000	10
Investment income	999	1,305	6,750	(5,445)	(81)
Locally Raised funds					
Donations/Fundraising/Activities	17,788	60,101	64,022	(3,921)	(6)
International Students	4,500	23,381	14,624	8,757	60
Net Trading	900	(23,255)	(13,331)	(9,924)	(74)
	23,188	60,227	65,315	(5,088)	(8)
<b>Total Income</b>	<b>429,967</b>	<b>1,318,977</b>	<b>1,210,510</b>	<b>108,467</b>	<b>9</b>
<b>Less expenses</b>					
<b>Learning Resources</b>					
Curricula	91,770	189,470	187,959	1,511	1
Curricular Other	9,635	12,858	20,636	(7,778)	(38)
Extra Curricular	252	13,695	7,203	6,492	90
Staff Development	31,411	90,352	45,540	44,812	98
Staff Expenses	134,836	354,357	364,977	(10,620)	(3)
	<b>267,904</b>	<b>660,732</b>	<b>626,315</b>	<b>34,417</b>	<b>5</b>
<b>Administration</b>					
Audit/Accounting	1,323	3,698	3,563	135	4
BOT Expenses	385	1,639	7,624	(5,985)	(79)
Communication	1,269	3,588	5,130	(1,542)	(30)
General/Consumables/Legal	-992	1,176	3,775	(2,599)	(69)
Risk Management	70	4,397	8,621	(4,224)	(49)
Staff expenses	50,442	137,647	136,714	933	1
	<b>52,497</b>	<b>152,145</b>	<b>165,427</b>	<b>(13,282)</b>	<b>(8)</b>
<b>Property</b>					
Caretaking/Cleaning	15,002	51,013	45,885	5,128	11
Consultancy and Contract services	800	4,527	2,850	1,677	59
Grounds	2,656	7,764	7,339	425	6
Heat, Light and Water	11,118	30,662	39,210	(8,548)	(22)
R&M/Cyclical Maintenance	21,901	48,634	54,216	(5,582)	(10)
Staff expenses	15,556	48,575	47,338	1,237	3
	<b>67,033</b>	<b>191,175</b>	<b>196,838</b>	<b>(5,663)</b>	<b>(3)</b>
<b>Depreciation</b>	51,628	157,341	145,750	11,591	8
<b>Finance Costs</b>	390	912	5,138	(4,226)	(82)
	<b>52,018</b>	<b>158,253</b>	<b>150,888</b>	<b>7,365</b>	<b>5</b>
<b>Total Expenditure</b>	<b>439,452</b>	<b>1,162,305</b>	<b>1,139,468</b>	<b>22,837</b>	<b>2</b>
<b>Surplus/(Deficit)</b>	<b>(9,485)</b>	<b>156,672</b>	<b>71,042</b>	<b>85,630</b>	<b>121</b>

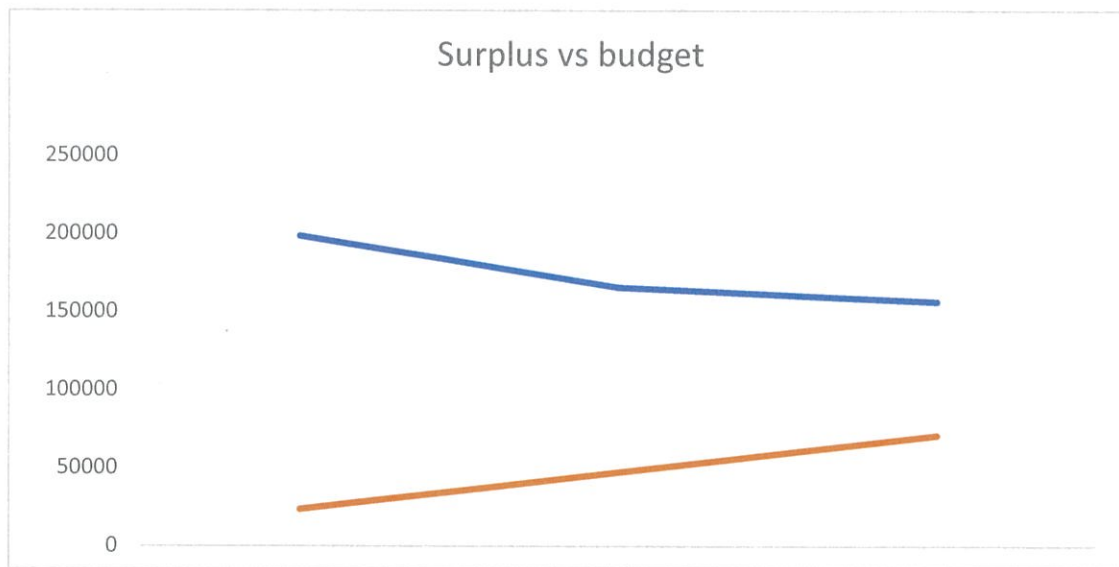
## Pukekohe High School

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**BALANCE SHEET REPORT**  
of Financial Position as at March 2021

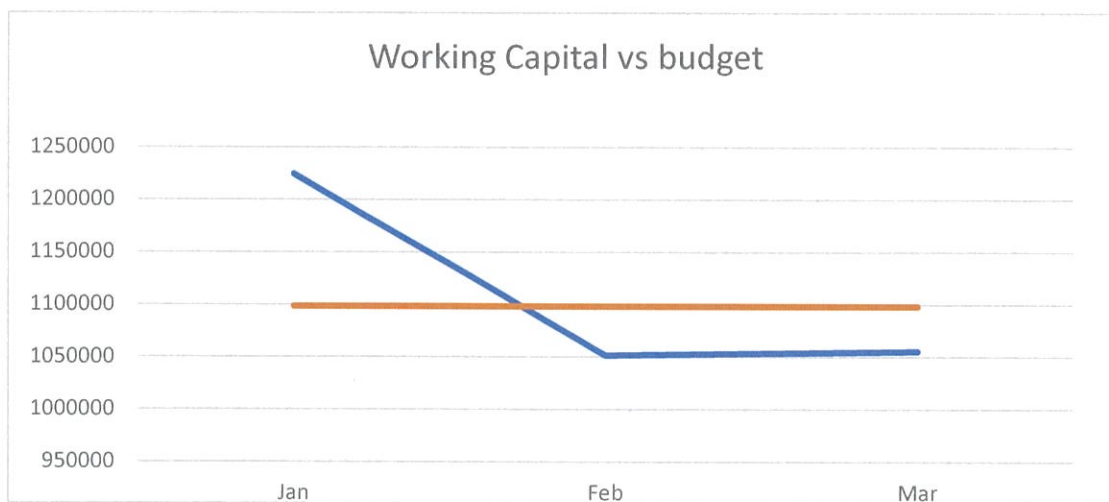
LAST YEAR TO DATE		THIS YEAR TO DATE		BUDGET END OF YEAR		YEAR END LAST YEAR
	<b>CURRENT ASSETS</b>					
	<b>BANK ACCOUNTS</b>					
115,665	BANK Cheque A/c 00	64,353		151,073		485,831
100	Petty Cash	100		100		100
53,697	Bank ASB Intl 01	16,948		39,486		39,486
0	80000.04 International Students Tr	0		0		0
0	80002.00 Principal's Visa	0		0		0
1,432,102	80100-110 Term Investments	1,484,258		1,783,274		1,284,258
1,601,564		1,565,659		1,973,933		1,809,675
	<b>RECEIVABLES</b>					
66,281	Debtors Control	122,563		65,107		83,264
7,630	Sundry Debtors	726,010		0		726,010
0	Prepayments	0		7,839		7,839
73,911		848,573		72,946		817,113
	<b>INVENTORY</b>					
3,797	Stock	3,797		3,797		3,797
	<b>less CURRENT LIABILITIES</b>					
	<b>ACCOUNTS PAYABLE</b>					
181,739	Creditor's Control	161,036		48,855		237,619
5,064	Sundry Creditors	5,064		5,064		5,064
186,803		166,100		53,919		242,683
	<b>ACCRUALS / OTHER LIABILITIES</b>					
239,329	Salary & Other Accruals	837,930		111,632		812,688
(1,146)	Cyclical Maintenance - Current	88,144		70,515		70,515
33,451	Finance Lease - current	69,717		77,559		77,716
0	Prog. Maint External Paint - Curren	0		0		0
(47,156)	GST	(39,172)		17,737		(4,477)
(4,557)	Clearing Accounts	(6)		(721)		0
0	Suspense	0		0		0
219,921		956,613		276,722		956,442
	<b>INCOME IN ADVANCE</b>					
0	Income in Advance	(3)		0		24,957
0	MOE Grants in Advance	55,543		0		0
383,653	International Students Funds in Ad	200,776		273,550		272,334
5	Other Funds in Advance	(11)		0		(9)
0	Trust Accounts	0		0		0
68,870	Student Funds in Advance	45,109		48,932		49,232
452,528		301,414		322,482		346,514
	<b>MOE PROPERTY FUNDING</b>					
(41,520)	MOE 5 Year Property - Projects	(61,740)		298,952		98,551
861,540	<b>Equals WORKING CAPITAL</b>	1,055,642		1,098,601		986,395
	<b>Add FIXED ASSETS</b>					
1,857,240	Fixed Assets b/fwd at WDV	2,416,116		1,935,617		1,851,840
47,501	Add Fixed Assets purchased this ye	161,594		583,000		562,316
(111,650)	Less Depreciation - Current Year	(634,038)		(583,000)		(476,697)
1,793,091		1,943,672		1,935,617		1,937,459
	<b>Less TERM LIABILITIES</b>					
279,064	Cyclical Maintenance - Term	190,706		261,246		261,200
34,026	Finance Lease - Term	164,082		114,586		171,855
0	Prog. Maint External Paint - Term	0		0		0
313,090		354,788		375,832		433,055
2,341,541	<b>TOTAL NET ASSETS</b>	2,644,526		2,658,386		2,490,799
	<b>REPRESENTED BY:</b>					
2,132,947	<b>ACCUMULATED FUNDS</b>	2,398,764		2,557,223		2,132,947
0	Increase in Equity	89,080		0		89,080
208,588	Surplus (Deficit)	156,672	156,682	101,163	101,163	268,773
2,341,535	<b>TOTAL EQUITY</b>	2,644,516		2,658,386		2,490,800





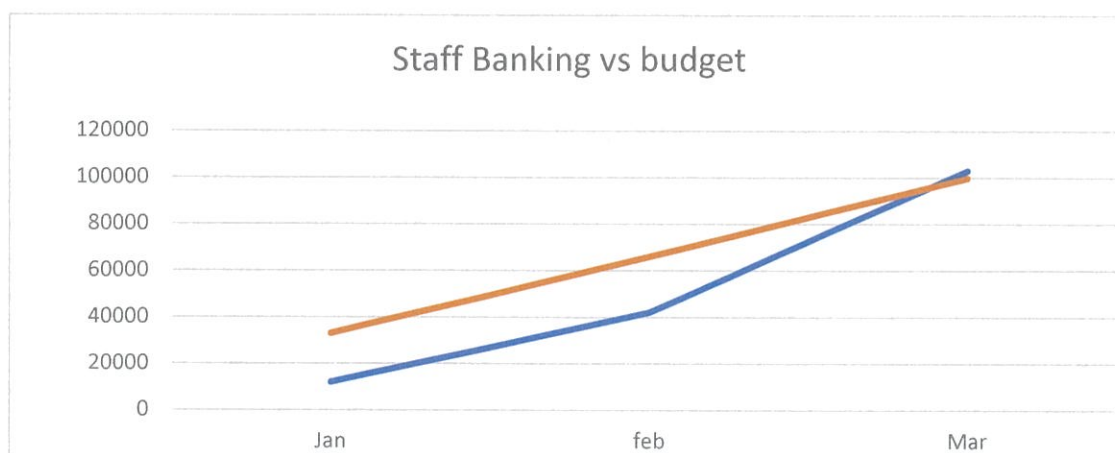
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Orange= budget



Blue=actual

Orange=budget



Blue =actual

Orange= budget



## 7.2 Principals Report

### NCEA 2021 data

There is not yet sufficient 2021 NCEA data in KAMAR to provide meaningful reporting for the Board. From the start of term 2, however, once internal assessments completed this term have been marked and moderated, this data will be available. We will use the same tracking and prediction spreadsheets as in 2020 but this year we will support that through use of assay3, a program that integrates with KAMAR and presents data in an accessible format for multiple audiences.

The examples below indicate the types of graphs that can easily be produced in assay3 and that provide a range of information about ethnicity, gender, discrete learning areas and NCEA levels. I invite feedback from trustees about the presentation of this data.



### Staff culture

We are continuing to work with Shayne Mathieson of Top Drawer Consulting to address staff bullying or harassment issues, initially by putting in place robust procedures in support of the Board's policies in this area.

Our next meeting with Shayne is via Zoom on Monday 19 April and I will be able to brief the Board further about our discussions.

### **Community engagement**

The first whānau āwhina rōpū of the year was held on 7 April in Te Hikoi and was a well-attended and positive evening. The growth in numbers of students taking courses in Te Wahanga Whakaako / Māori studies faculty was broadly welcomed by whānau. In particular:

1. Whaea Kahiwa spoke about the school's involvement in a pilot of Te Ao Haka, NCEA Achievement Standards for Māori Performing Arts
2. Representatives from Te Ara Rangatahi spoke about the school's participation in their programmes to support student leadership, mentoring and Kaupapa Māori perspective.

The first Pasifika fono of the year will be held early in term 2, date TBC.

### **Staff Professional Learning**

Staff feedback confirms that the change to Wednesday morning for professional learning has been successful and makes effective use of the dedicated time.

Staff have recently had a presentation from Te Kani Williams on Te Tiriti o Waitangi, which will be followed-up during the second of the 'Accord' days on 13 May, which in turn will see significant changes to NCEA over the next four years.

The presentation covered why Te Tiriti is important and its fundamental place in our education system. Te Kani reminded staff about the central place of Te Tiriti in the Teachers' Code and Standards – specifically:

Demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment.

### **Managing National Assessment Review (MNA)**

NZQA representatives are visiting the school on Wednesday 14 April as part of their regular review cycle. The purpose of the review is to confirm that the school maintains effective assessment systems and ensures valid internal assessment for national qualifications. I will be able to give some verbal feedback following the visit at the Board meeting; a draft report is due within six weeks of the visit; and a final version will be sent to the Board Chair and Principal. Along with ERO, the MNA review is an important external review process for the school.

### **Balanced Scorecard for Schools (BSCS)**

As previously reported, Pukekohe High School is one of only six schools nationally to be invited to participate in a pilot that will see the development of a Balanced Scorecard for Schools through Springboard Trust. The first two workshops with members of the senior team and curriculum leaders are taking place at the time of writing, with more workshops scheduled during the remainder of the year. The aim is to develop an infographic using key school data that inform the Board, community, staff and students, that will be rolled out to more schools nationally in 2022.

### **Generation Give, Youth Philanthropy New Zealand (YPNZ)**

Pukekohe High School is the first school in Auckland to participate in Generation Give, a programme intended to develop knowledge and understanding of youth philanthropy. About 15 of our students from different year levels have signed up and it is facilitated by YPNZ leaders, meeting each Monday

after school. One of the strengths of the programme is that the students identify leaders in the community who they invite to one of their meetings.

The programme appoints students to a simulated non-profit board, and over the course of 20 weeks they are guided through essential skills in the philanthropic process. At the end of the programme, Generation Give students will apply their skills to donating \$10,000 to local causes of their choice.

### **National Jazz Festival, Tauranga**

The Pukekohe High School Stage Band at this year's jazz festival was presented with the New Orleans Trophy for Most Outstanding Big Band, competing against 30 other schools including a number of high performing Auckland schools. Two students won individual awards for Most Outstanding Saxophonist and Best Big Band Drummer.

### **Dates**

- 3 May Term 2 begins
- 13 May Teacher only Day
- 19 May Whaanau Hui
- 20 May Year 9 & 10 Parent Subject meetings
- 25 May Year 9 & 10 Parent Subject meetings
- 2 June GATE Parent Evening
- 9 June Whaanau Aawhina Roopuu Hui
- 15 June Year 11 to 13 Parent Subject Meetings
- 16 June PHS Open Day evening
- 23 June Year 11 to 13 Parent Subject meetings
- 9 July End of Term 2

## 7.3 Property, Health & Safety

### Property

1. **SIP- volleyball/basketball courts.** Work is nearly complete with the goals now in place. Will be available for student use in term 2.
2. **Learning Support Coordinator space.** The MOE has rejected project manager Steve Waters' plan to upgrade the small block containing rooms B11 and B12 from which the LSC currently operates. Instead, the MOE would prefer the school obtaining a relocatable building and placing that where suitable. We will investigate the options.
3. **10YPP.** MOE Property Advisor Brenda Roberts is visiting Pukekohe High on 26 and 27 May to conduct for the 10YPP.

### Health & Safety

1. **Accidents/injuries.** March list of students treated by our nurses is attached.
2. **Fire evacuation.** We have only had one this term and it was not due to malicious actions by students but a faulty heat pump. The new assembly area worked well enough considering we did not have time to have a practice and put markings on the ground to assist students in lining up. The school was evacuated in 5 minutes approx. which was quicker than all the ones we had last year.
3. **Lockdown drill.** We will stage our first lockdown drill for the year early next term and are working with Harrison & Tew on this.
4. **John St gate.** The gate has now been fully operational for a few weeks but already students have found ways to get through it. One example is that someone pulls it out and down to break the laser beam which operates the magnetic locking device. However, we are putting in a judder bar in the ground under the gate to prevent that.

EventDate	PresentedWith	Type	Treatment	Outcome	Gender
9/03/2021	Foreign Body in eye	Accident Register	Contacted Family, Education: Discussion & Advice, Eye irrigation, Observations /recordings	Back to class	Male
11/03/2021	Contusion with intact skin	Accident Register	Contacted Family, Analgesia, Ice pack, Observations /recordings, Referral made, ACC Claim	A and M Clinic	Male
11/03/2021	Minor Head Injury	Health Clinic Visit	Education: Discussion & Advice, Analgesia, Observations /recordings	Back to class	Female
15/03/2021	Contusion with intact skin	Accident Register	Contacted Family, Bandage/ strapping/ tubigrip, Analgesia, Advised to see GP, RICE, Sent Home	A and M Clinic	Male
16/03/2021	Contusion with intact skin	Accident Register	Contacted Family, Advised to see GP, Ice pack, Observations /recordings	A and M Clinic	Male
16/03/2021	Foreign Body in skin	Accident Register	Education: Discussion & Advice, Dressing	Back to class	Male
17/03/2021	Burn	Accident Register	Contacted Family, Analgesia, Advised to see GP, ACC Claim	Sent home	Male
18/03/2021	Contusion with intact skin	Accident Register	Analgesia, Ice pack, Observations /recordings, Transported	A and M Clinic	Male
19/03/2021	Open wound of upper limb	Accident Register	Education: Discussion & Advice, Dressing, Sling/splint	Back to class	Male
19/03/2021	Open wound of lower limb	Accident Register	Education: Discussion & Advice, Dressing, Ice pack, Topical cream	Back to class	Male
25/03/2021	Sprain / Strain	Health Clinic Visit	Education: Discussion & Advice, Bandage/ strapping/ tubigrip, ACC Claim	Back to class	Male

#### **7.4 Student Representative Report**

As a result of truancy being a focus point of the last meeting, more attention has been paid to the difficulty of leaving the schoolgrounds for students and more often than not, there isn't a teacher at the front entrance of the school. Echoing the suggestions of other board members at the previous meeting, there is definitely more that could be done ie having teachers at the entrance more often that doesn't necessarily include putting up a gate or other structures at this point.

A group of students from the Business Enterprise class are presenting a proposal to the Board regarding the matter of school hoodies it wants to make as part of the uniform catalogue.

A student who is a part of the swim team has been asking for swim team hoodie to wear at swim meets. She's going to the sports coordinator about the issue, but if we wanted to start putting the motto "learning without limits" on sports uniforms, this could be a starting point.

Some positive news: the school's stage band won best big band at a competition about 2 and a half weeks ago, one of our students won best big band drummer and another one of our students won best solo saxophonist.

**Celeste Nyatanza**

#### **7.5 Staff Representative Report**

## 8.1 BOT Work Programme 2021

Review	Area for Review	March	April	May	June	August	September	October	November	December
	Charter	Charter signed off 'Learning without Limits'								
Strategic Review	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"> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> </ul>	<ul style="list-style-type: none"> <li>Review and confirm Finance Sub Committee structure</li> <li>Confirm policy programme lead.</li> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> </ul>	<ul style="list-style-type: none"> <li>Annual Report approved for MOE</li> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> </ul>	<ul style="list-style-type: none"> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> </ul>	<ul style="list-style-type: none"> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> <li>Board Assurance Statement (ERO)</li> </ul>	<ul style="list-style-type: none"> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> </ul>	<ul style="list-style-type: none"> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> </ul>	<ul style="list-style-type: none"> <li>2022 BOT meetings and work plan drafted</li> <li>Cultural change update (Principal)</li> <li>Property update (Principal)</li> <li>Maaori partnership update (Principal)</li> </ul>	<ul style="list-style-type: none"> <li>Review and confirm 2022 committee structure</li> <li>Board Performance Self-Review</li> <li>Board Assurance Statement (ERO)</li> </ul>
	Other			Reporting to students & Community				Reporting to Students & Community		
Regular Review	Policy Review (Policy lead)	<ul style="list-style-type: none"> <li>Personnel</li> <li>Planning &amp; Reporting</li> </ul>	<ul style="list-style-type: none"> <li>Credit Card</li> <li>Staff Device</li> <li>Student Device</li> <li>Uniform</li> <li>Enrolment</li> <li>Policy Framework</li> </ul>							
	Learner Progress and Achievement (Principal)			Final 2020 NCEA results & Analysis of Data	Projection of 2021 NCEA results Year 9 & 10 Curriculum Review	Projection of 2021 NCEA results	Projection of 2021 NCEA results	Projection of 2021 NCEA results	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-Committee)	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)	Board Performance Self-Review



## 8.2 PHS Policy Review

Two policies were tabled at the last meeting for feedback and review. They were the Personnel and Planning & Reporting policies.

The following policies are attached (separately) for feedback and review:

### **Credit Card Policy**

This is a policy that has been previously presented to the Board. Alterations have been made by the Business Manager to align this to current practice. This includes the listing of current card holders.

### **Staff Device Policy**

The purpose of this policy is to outline the staff responsibilities for the care and use of school owned devices that are allocated to staff in their role.

### **Student Device Policy**

This policy outlines the limitations and use of student owned devices.

### **Uniform Policy**

The current uniform guidelines were used as the basis of this policy. The removal of gender restrictions have been made to ensure this policy does not enforce gender stereotypes.

### **Enrolment Policy**

Legislation and enrolment scheme rules were used as the basis of this policy. This outlines the expectations for proof of residency within the current school zone.

Attached is an updated **Policy Framework**. The policies in bold are the policies that I believe have been presented to the Board. Further work is needed to ensure that these policies have been formally adopted at previous meetings.

Simon Williams  
Board

### 8.3 School Van Report

<b>Title</b>	<b>School Van Investigation</b>
<b>Date</b>	<b>19 April 2021</b>
<b>Prepared By</b>	<b>Logan Soole</b>
<b>Approved By</b>	<b>Ben Stallworthy, Chair</b>
<b>Purpose</b>	<b>Investigation</b>
<b>Recommendation</b>	<b>That the Pukekohe High School Board of Trustees request a report on the costs versus benefits of:</b> <ul style="list-style-type: none"><li>• <b>Increasing the number of vans in the vehicle fleet</b></li><li>• <b>Branding all vans with school logos</b></li><li>• <b>Storage for vehicles</b></li></ul> <b>And provides recommendations for the Board to consider at the May 2021 meeting.</b>

#### Introduction

Pukekohe High School currently owns two vans. A 1996 manual transmission Toyota Hiace and a later model automatic transmission Toyota Hiace.

These vans are used for:

- Various school trips
- Outdoor education trips
- School sports team travel to events
- Transportation of equipment

#### Analysis

Currently, vans are regularly booked out or larger school groups require more vans which results in a cost to rent additional vans. This cost is passed on to students.

- Opportunity to implement new consistent branding across new and old vehicles.
- Opportunity for local procurement deal with local sponsorship.
- Save students in van hire costs.
- Concerns have been raised about lack of training and skill of drivers to operate a vehicle with a long wheel base.

#### Future Plan

The Board has unspent Capex and would request that the school investigates:

- Cost benefit analysis of adding additional vans to the school van fleet.
- Procurement through a supplier utilising local sponsors.
- Implementation of school brand consistently across all school vans.
- Compulsory driver training for Pukekohe High School van drivers.
- Suitable storage for new vehicles.

## 9.1 PHS School Uniform Contract Review

### Current Contract

1. On 9 September 2018 the school signed a contract with SAS Sport Ltd which gave the latter the right to be the sole supplier of school uniforms and sport apparel to the school.
2. The contract expires on 8 August 2023.
3. As per clause 2.1 of the contract SAS Sports agreed to pay Pukekohe High School for existing stocks of all uniforms and it did so on 19 September 2018 paying a total of \$85,995 excl GST.
4. Under clause 3.1 (a) SAS Sports also agreed to provide apparel sponsorship to the value of \$30,000 apparel purchases in Contra product in each of the 5 years of the contract's existence.
5. The Business Manager and Principal are meeting with representatives from SAS Sport on Thursday 6 May to review the contract. The discussion will include reviewing the cost of sports team uniforms and possibility of coordinating the Sports Casual Uniform and Supporters Clothing to help develop a stronger sporting culture for PHS.

### Transactions since Sep 2018

<b>Oct-Dec 2018</b>	<b>2019</b>	<b>2020</b>	<b>Jan-Mar 2021</b>
Purchases	Purchases	Purchases	Purchases
\$7,726	\$21,906	\$35,119	\$7,345
Sale of stock to SAS			
\$85,995			
Sponsorship	Sponsorship	Sponsorship	Sponsorship
\$nil	\$2,664	\$41,686	\$7,202

In summary:

Total PHS outgoings/purchases are \$72,096

Total monies in/sponsorship \$137,547

Denis Murphy

Business Manager

## 9.2 Truancy Report

Declining attendance across primary and secondary schools is a national issue.

Regular attendance of New Zealand students fell in 2019. Data from the 2019 Term 2 Attendance Survey shows 58% of students attended school regularly (64% in 2018). Regular attendance rates have been declining since 2015 with more students falling into the 'irregular' or 'moderate' absence brackets. This persistent trend suggests that there is a systemic (rather than one-off) driver.

### Key findings nationally

- The average daily attendance rate of students declined to 88.6% of available half days in 2019 (90.1% in 2018) Justified absence rates increased to 6.7% (5.7% in 2018) and unjustified absence rates increased to 4.7% (4.3% in 2018).
- During the final week in Term 2 average attendance rates showed a marked decline. Being absent from school by just 5 days (10 half days) across the term will cause a student to fall from 'regular' attendance to 'irregular' attendance.
- Three quarters of justified absence cases were reportedly due to illness. Just over half of unjustified absence cases were recorded truanancies or unable to be explained.
- Regular student attendance declined to 58%, down 6 percentage points following a brief period of stability in 2018 (64%). This means that around 40% of all students did not attend more than 90% of their available class time.
- Since 2015 regular attendance rates have declined by 11pp, with irregular absence rates increasing by 6pp, moderate and chronic absence rates increasing by approximately 3pp.
- Although regular attendance has declined across all demographics since 2015, the largest declines have been seen across year levels 1-8 and among Māori and Pacific students.

### Pukekohe High School

It is important to see the issue of truancy in the context of significant, overall improvements in attendance over the last two years at PHS despite the above national trends.

However, we need to acknowledge that truancy does exist and needs to be addressed on an ongoing basis. This report covers several overlapping areas of concern:

1. Students with intermittent attendance who remain on site during the school day but do not attend each of their lessons.
2. Students who leave the school grounds to go to the local bakery or dairy via the front gate or through inadequate fencing on the school's boundary (for example Glasgow Rd).
3. Students who are truant for some or all of the day in areas such as Bledisloe Park or Pukekohe Library and who cause reputational damage through anti-social behaviour.

### Actions taken to date:

1. Improved procedures for following up attendance issues including weekly publishing of lists for each Kaiāwhina (form teacher) to contact home and improved use of KAMAR parent portal.
2. Meetings with police, Pukekohe Attendance Service, Te Ara Rangatahi to improve coordinated response to truancy issues. This work is ongoing.
3. Installation of an electronic gate at the John Street entrance, which has reduced (but not eliminated) the number of students congregating in Bledisloe Park.
4. Review of staff duty schedule to reinforce out of bounds areas and support for staff on the Harris St entrance at interval and lunchtimes.

5. Work with the school Canteen to make food options within school more attractive to students (the Canteen provider was changed at the start of 2021).

**Future action points:**

1. On site meeting during the term break with Wade Harrison of Harrison and Tew to review the school's procedures to address truancy.
2. Installation of a quality CCTV camera at the Harris St entrance to help identify students who leave the school site and put consequences in place for persistent truants.
3. Investigation of school community worker or pastoral care worker to work closely with the Kaimanaki, Kaitiaki Aakonga (Deans) and parents and whānau. This could be a multi-faceted role that would include being a visible presence at the Harris St entrance, identification of students who leave the school grounds, visiting of places in the community where students congregate and daily communication with Kaitiaki Aakonga (Deans).
4. Ongoing review of a gate option at the Harris St entrance. Recent quotations range from \$24,000 to \$32,000.
5. Review of all attendance systems and processes from the beginning of term 2, to see how much further we can tighten up. This coincides with the new KAMAR update, which will give increased functionality to the School Management System.

Richard Barnett  
Principal