



# AGENDA

## NOTICE OF MEETING 2020

**A meeting of the Pukekohe High School Board of Trustees  
will be held at 6 pm, 17 May 2021 in the Staffroom**

### OPEN MEETING

#### Welcome from Chair and Karakia

- |  |               |
|--|---------------|
| <b>1. Apologies</b>  | <b>2 min</b>  |
| <b>2. Declaration of Conflict of Interest</b>  | <b>2 min</b>  |
| <b>3. Confirmation of Previous Minutes</b>   | <b>3 min</b>  |
| Minutes of the Pukekohe High School Board of Trustees dated 19 April 2021 have been circulated to all Trustees |               |
| <b>4. Correspondence</b>   |               |
| Nil  |               |
| <b>5. Extraordinary Business</b>   |               |
| Nil  |               |
| <b>6. Standing Items</b>   | <b>20 min</b> |
| 6.1 Financial Report   |               |
| 6.2 Principal's Report   |               |
| 6.3 Property, Health and Safety Report   |               |
| 6.4 Student Representative Report  |               |
| 6.5 Staff Representative Report  |               |
| <b>7. Items for Decision</b>   | <b>20 min</b> |
| <b>7.1 PHS Policy Review</b>   |               |
| Simon Williams   |               |
| • Planning & Reporting   |               |
| • Sensitive Expenditure  |               |
| • Theft & Fraud Prevention   |               |

- Creative Commons
- Protected Disclosures

**8. Items for Information**

Nil

**9. Meeting Closes approx**

**6.50pm**

**Next Meeting: Monday 21 June 2021**

## 6.1 Financial Report

### Commentary on April 2021 Financial Statements

1. Attached is the April 2021 income & expenditure statement, balance sheet and 3 graphs showing surplus vs budget, working capital vs budget and the staff banking figure as at 30 April 2021.
2. In summary the month's YTD surplus is \$187,403 (March \$156,672) against budgeted surplus of \$87,439. Working Capital is \$986,774 (March \$1,055,642).

### Variances

3. Negative variances to budget worth noting are:

#### Income

Donations/Fundraising/Activities is down as a much of the shortfall is because budgeted income comes from winter sports activities which haven't kicked in yet.

#### Expenditure

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

4. Positive variances worth noting are:

#### Depreciation

As mentioned last month we have done a lot of work tidying up the fixed asset register and an unexpected result was that we found depreciation has been overstated. This month the correction has reduced the depreciation figure to approximately \$130,000 for the four months to 30 April- well below budget.

#### Balance Sheet

Working capital has risen to \$986,774.

5. **Staff banking.** This figure has dropped from last month's \$100,000 to \$63,000 due to the payroll adjustments we made this month. We are confident it will continue in the same direction over the next couple of months.
6. **Fixed Asset Register.**  
The register has been corrected and now agrees with the accounts.

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 investigation. Please note that we have had a letter from the auditors saying that due to a staff shortage caused by Covid they are unable to complete the 2020 audit even if the 2019 audit had been finalized. I am meeting with the MOE Regional

			Financial Advisor on Thursday 13 May to discuss this.
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	Forms and an invoice for \$40,000 for the Hall project which is 1 of the last 3 jobs to be closed off have been submitted to MOE. The school should get some funds back which can be set off against the overrun on the Massey Roof job. The Fire Alarm Upgrade has yet to be closed off but funds from that too will be offset against the Massey job.
5	Nov 2020	Migration to Xero	<b>Finally, some progress to report.</b> As Xero recommends that new clients start off with around 700 codes, we had to do a big cull of our chart of accounts which has 1698 codes! We got it down to 650 and are currently loading those codes into the Xero system. We are also loading in our creditors' details-there are thousands of them, but we will initially enter the 500 or so main ones.

**Pukekohe High School**  
**Income and Expenditure Report**  
**For the 4 months to 30 April 2021**

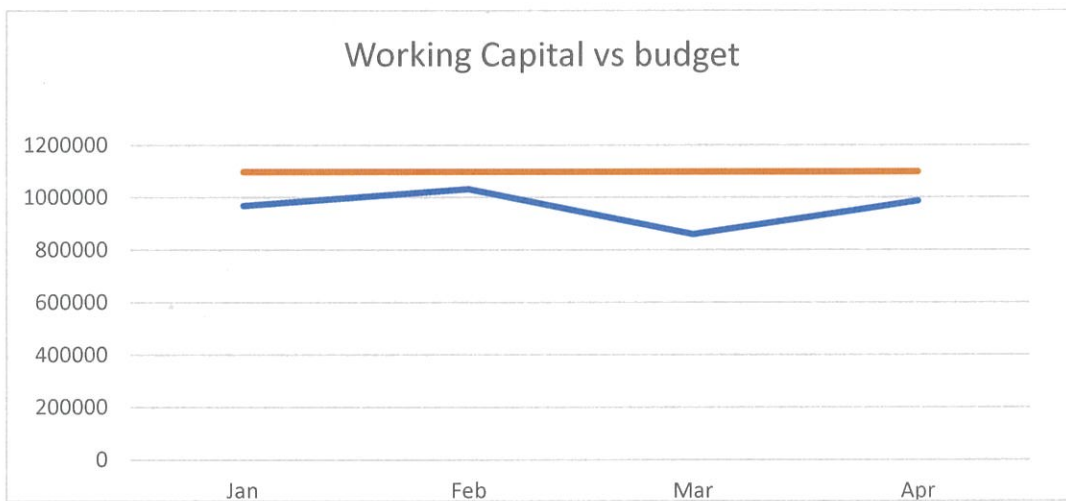
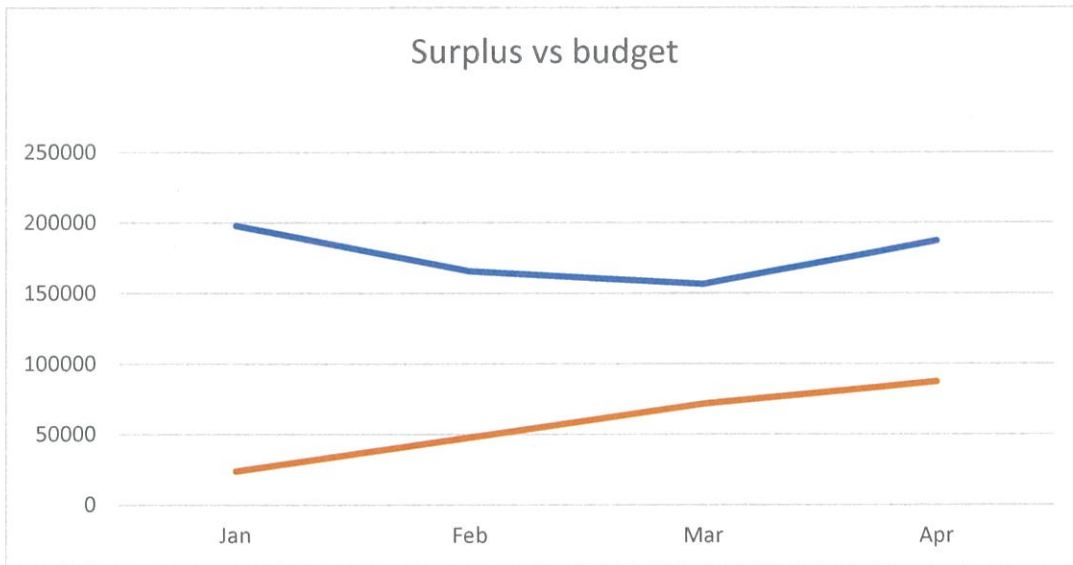
	Actual Apr \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	Variance %
<b>Income</b>					
Government Grants	339,626	1,603,370	1,517,926	85,444	6
Investment income	3,866	5,171	9,000	(3,829)	(43)
Locally Raised funds					
Donations/Fundraising/Activities	7,292	67,947	95,329	(27,382)	(29)
International Students	6,996	30,376	19,498	10,878	56
Net Trading	(280)	(23,535)	(17,774)	(5,761)	(32)
	14,008	74,788	97,053	(22,265)	(23)
<b>Total Income</b>	<b>357,500</b>	<b>1,683,329</b>	<b>1,623,979</b>	<b>59,350</b>	<b>4</b>
<b>Less expenses</b>					
<b>Learning Resources</b>					
Curricula	65,618	255,090	250,612	4,478	2
Curricular Other	3,270	16,127	27,515	(11,388)	(41)
Extra Curricular	3,525	13,895	17,655	(3,760)	(21)
Staff Development	19,654	110,006	60,720	49,286	81
Staff Expenses	152,563	506,919	495,836	11,083	2
	<b>244,630</b>	<b>902,037</b>	<b>852,338</b>	<b>49,699</b>	<b>6</b>
<b>Administration</b>					
Audit/Accounting	1,358	5,055	4,750	305	6
BOT Expenses	0	1,639	10,165	(8,526)	(84)
Communication	1,421	5,009	6,840	(1,831)	(27)
General/Consumables/Legal	(1,949)	-774	5,033	(5,807)	(115)
Risk Management	70	4,467	11,495	(7,028)	(61)
Staff expenses	55,811	193,458	182,285	11,173	6
	<b>56,711</b>	<b>208,854</b>	<b>220,568</b>	<b>(11,714)</b>	<b>(5)</b>
<b>Property</b>					
Caretaking/Cleaning	15,480	66,493	61,180	5,313	9
Consultancy and Contract services	714	5,241	3,800	1,441	38
Grounds	7,967	15,731	9,785	5,946	61
Heat, Light and Water	3,993	34,655	52,280	(17,625)	(34)
R&M/Cyclical Maintenance	18,134	66,768	72,288	(5,520)	(8)
Staff expenses	15,688	64,264	63,118	1,146	2
	<b>61,976</b>	<b>253,152</b>	<b>262,451</b>	<b>(9,299)</b>	<b>(4)</b>
<b>Depreciation</b>	<b>(26,745)</b>	<b>130,596</b>	<b>194,333</b>	<b>(63,737)</b>	<b>(33)</b>
<b>Finance Costs</b>	<b>0</b>	<b>1,287</b>	<b>6,850</b>	<b>(5,563)</b>	<b>(81)</b>
	<b>(26,745)</b>	<b>131,883</b>	<b>201,183</b>	<b>-69,300</b>	<b>(34)</b>
				-	
<b>Total Expenditure</b>	<b>336,572</b>	<b>1,495,926</b>	<b>1,536,540</b>	<b>-40,614</b>	<b>(3)</b>
				-	
<b>Surplus/(Deficit)</b>	<b>20,928</b>	<b>187,403</b>	<b>87,439</b>	<b>99,964</b>	<b>114</b>

## Pukekohe High School

10 May 2021, 02:19:44 PM

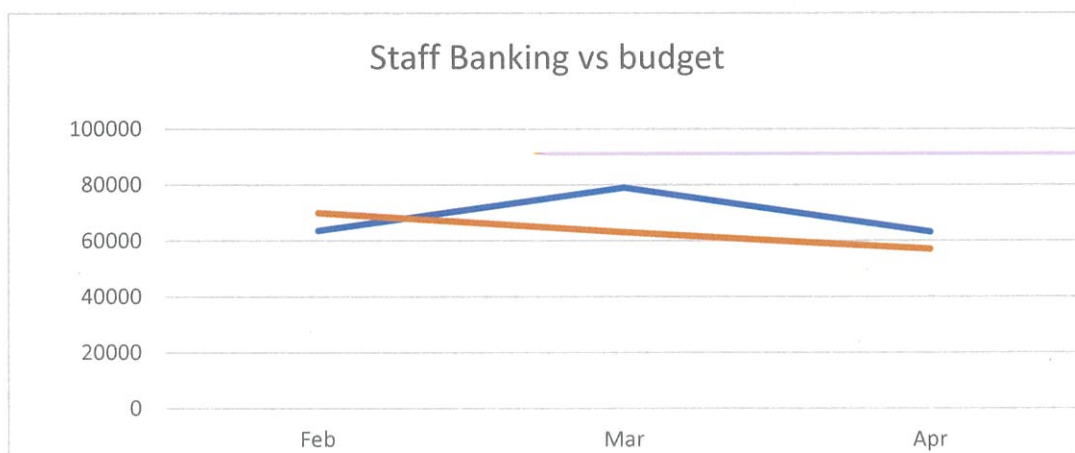
**BALANCE SHEET REPORT**  
**of Financial Position as at April 2021**

LAST YEAR TO DATE		THIS YEAR TO DATE		BUDGET END OF YEAR		YEAR END LAST YEAR
	<b>CURRENT ASSETS</b>					
	<b>BANK ACCOUNTS</b>					
557,790	BANK Cheque A/c 00	1,089,099		151,073		485,831
100	Petty Cash	100		100		100
42,003	Bank ASB Intl 01	9,957		39,486		39,486
0	80000.04 International Students Tr	0		0		0
0	80002.00 Principal's Visa	0		0		0
1,933,120	80100-110 Term Investments	1,284,258		1,783,274		1,284,258
2,533,013		2,383,414		1,973,933		1,809,675
	<b>RECEIVABLES</b>					
69,320	Debtors Control	152,970		65,107		83,264
3,999	Sundry Debtors	726,010		0		726,010
0	Prepayments	0		7,839		7,839
73,319		878,980		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>					
169,979	Creditor's Control	185,906		48,855		237,619
5,064	Sundry Creditors	5,064		5,064		5,064
175,043		190,970		53,919		242,683
	<b>ACCRUALS / OTHER LIABILITIES</b>					
302,549	Salary & Other Accruals	809,539		111,632		812,688
3,193	Cyclical Maintenance - Current	94,020		70,515		70,515
23,965	Finance Lease - current	62,424		77,559		77,716
0	Prog. Maint External Paint - Curren	0		0		0
95,027	GST	104,487		17,737		(4,477)
(6,374)	Clearing Accounts	(368)		(721)		0
0	Suspense	0		0		0
418,360		1,070,102		276,722		956,442
	<b>INCOME IN ADVANCE</b>					
0	Income in Advance	(3)		0		24,957
613,272	MOE Grants in Advance	873,726		0		0
345,300	International Students Funds in Ad	187,465		273,550		272,334
5	Other Funds in Advance	(11)		0		(9)
0	Trust Accounts	0		0		0
70,037	Student Funds in Advance	44,501		48,932		49,232
1,028,614		1,105,678		322,482		346,514
	<b>MOE PROPERTY FUNDING</b>					
(48,890)	MOE 5 Year Property - Projects	(87,333)		298,952		98,551
1,037,002	<b>Equals WORKING CAPITAL</b>	986,774		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	226,678		583,000		562,316
(147,067)	Less Depreciation - Current Year	(607,658)		(583,000)		(378,434)
1,757,674		2,035,136		1,935,617		2,035,722
	<b>Less TERM LIABILITIES</b>					
279,064	Cyclical Maintenance - Term	190,706		261,246		261,200
34,026	Finance Lease - Term	155,955		114,586		171,855
0	Prog. Maint External Paint - Term	0		0		0
313,090		346,661		375,832		433,055
2,481,586	<b>TOTAL NET ASSETS</b>	2,675,249		2,658,386		2,589,062
	<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
348,638	Surplus (Deficit)	187,403	187,402	101,163	101,163	367,036
2,481,585	<b>TOTAL EQUITY</b>	2,675,247		2,658,386		2,589,063



Blue=actual

Orange=budget



Blue =actual

Orange= budget

## 6.2 Principals Report

### Staff Culture

As reported previously to the Board, the school has partnered with Shayne Mathieson of Top Drawer consulting to work with the staff to develop and enhance a positive and robust staff culture over the next 18 months. The draft timeline is currently:

- June – Harassment and Bullying Policy is drafted for Board to review
- July – Staff consultation on the policy
- July – SLT meet with Shayne for initial leadership training
- August – discussion and recruitment of contact group for staff to report bullying/harassment

### Community Engagement

1. The first Pasifika fono of the year was held on Tuesday 11 May and was very well attended. The fono included reporting to families on actions the school has taken as a result of their feedback in 2020; celebrating Pasifika NCEA results; introducing 4 new Pasifika staff including Hannibal Ikahihifo (Acting DP); reporting on the positive ERO report; and seeking feedback on Learning without Limits. This report notes the excellent work of the Pasifika Council, staff who support our Pasifika students and Gerard Tindling DP for his leadership.
2. The centenary committee have met with Ngā Hau e Wha committee to discuss appropriate tikanga for the centennial events in October. Consultation between the school and community is ongoing.
3. The Associate Principal and I have had a hui with representatives of Ngāti Tamaoho Trust Board and Te Pou Mātauranga o Ngāti Tamaoho. In June principals will be invited to the presentation of the Tamaoho Education Plan, which will include access to and guidance about translation and cultural advice.

### Intermittent Attendance/Tuancy

The Ministry's guideline for regular attendance at school is 90%. Despite declining national attendance patterns across all deciles in NZ schools, it is important to remember that PHS has significantly improved its overall rate of students meeting the 90% guideline over the last 3 years, as follows:

- 2018 – 53% (of students achieving 90% and above attendance)
- 2019 – 61% (of students achieving 90% and above attendance)
- 2020 – 70% (of students achieving 90% and above attendance)

Nevertheless, there continues to be concern about students who are not in class and who are either avoiding certain lessons by walking around the campus, or who leave the site and sometimes engage in anti-social behaviour. The number of students congregating in Bledisloe Park is less than at the end of 2020 - the John St gate has made that issue more manageable but not eliminated the problem.

One way to measure intermittent attendance is to look at the difference between half day attendance and lesson by lesson attendance as a crude measure of truancy.

Term	Week	Half day %	Period by period %	Difference %
1	11	86	78	8
1	12	85	76	9
2	1	86	80	6

As could be expected, the issue was worse in the last two weeks of term 1 and improved in the first week of this term. We will report this data to staff each week and aim to gradually reduce the difference between half day and period by period attendance.

#### Response

We are actively seeking a community worker who can be a presence on the school gates and in the community and who can respond immediately to reports of students who are truanting. This person would need to work closely with our team of Kaitiaki Ākonga (Deans) and have access to KAMAR and be able to contact homes directly – hence a position of trust and confidentiality.

This report seeks the Board's support for a fixed-term appointment for a community worker to address the truancy issue and liaise with school and external agencies including Franklin Attendance Service and Franklin Family Support. This appointment needs to be made as soon as possible and we propose to seek recommendations from local community bodies of suitable people before interviewing.

#### School Property

The next cycle of 10 Year Property Plan (10YPP) begins in June. The Ministry have appointed Cameron Macbeth from the Greenstone Group as Project Manager. The aims of the 10YPP are to:

- Prioritise health and safety work that ensures the health and safety of buildings and site occupants
- Prioritise essential infrastructure work to ensure the integrity of the site and buildings
- Plan for maintenance work
- Plan for modernising learning spaces

#### School Uniform

Following the April Board meeting, the SLT have discussed the resolution regarding adding hoodies to the PHS uniform. A key concern has been to balance the integrity of the process for the Young Enterprise students who presented their proposal to the Board with the goal of improving uniform standards and overall presentation across the school. We propose to follow the intent of the resolution by holding a trial for Year 12 and 13 students that will be reviewed at the end of 2021 with the possibility of a wider uniform review in 2022.

To address the issues raised about school and house spirit, the SLT are planning for consultation on community and student perceptions about current house names.

#### Education Review Office

As background information for the Board, the model that ERO is using to review all schools is now very different to the full review experienced by PHS in 2018 and 2020 (and of course before that). The notes below are from a meeting that I recently attended with Nick Pole, Chief Review Officer at ERO.

I have not yet had any contact from ERO in regard to the new model of review but many schools nationally will be in the same situation.

- ERO is looking to fundamentally shift away from how it has worked over the last 30 years.
- Prototype approach - won't be continuing with the former model of ERO.
- Partnership approach, adding value to school, better understanding schools' context.
- Tomorrow Schools Review identified ERO not adding value. Evolving and developing new approach. Embedded in schools' planning cycle.

- Rather than focusing retrospectively, ERO will be looking at where schools are at now and what might be an area of focus to take schools forward.
- Model intends schools to be partners to ERO. Support schools by looking at schools through an evaluation lens based on research.
- School improvement framework - value of learner outcomes, conditions that underpin this. Over time want to develop tools and supports that schools can use.
- Strategic planning cycle - report several times to leadership team and board, report will include material that will help schools. ERO will also provide a public report on a 3-yearly cycle, which will reflect what ERO and the school agrees are the issues, and the evaluation criteria and measurement.
- ERO will be strongly focused on continuous improvement.
- Intention is not to have a rating system as that was not effective.
- Working more intensely with schools with significant challenges and high levels of complexity.
- ERO to continue to publish reports. Intention is to do more of these.
- Important to have the right people from ERO in schools doing the reviews.
- In order to provide a leadership partner approach, ERO is open to secondment.
- Principals voiced a concern about inconsistent messaging around review periods.
- Currently engaging with 350 schools - by next year all schools will be involved.
- Would be useful to have ERO involved at start of strategic planning process - suggestion to look at when schools will be starting their new strategic planning process and plan evaluations to fit this timing.
- Transparency around tools and measurements used by ERO would be helpful.
- Partner at a more strategic level by including school principals in PLD training in evaluation processes.
- ERO - More engagement with boards, strategic planning cycle, how ERO might set up training and development for PLD around developing evaluation lean and tools, how evaluation cycle locks into strategic planning and implementation and know it's successful.

### **Principal's Professional Development**

1. I have recently been nominated to the executive of the Auckland Principals' Association (ASSPA), which involves monthly meetings and is a valuable means of keeping informed of educational developments nationally.
2. I will be attending the SPANZ conference in Blenheim between Sunday 30 May and Tuesday 1 June when Rachel will be Acting Principal.

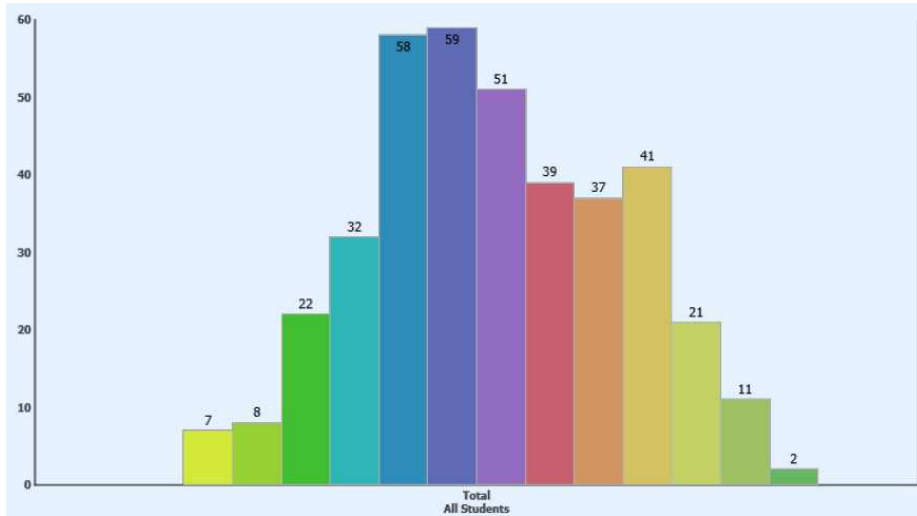
### **Key Dates**

- 19 May Whaanau Hui
- 21 May Pink Shirt Day (anti-bullying)
- 25 May Year 9 & 10 Parent Subject meetings
- 2 June GATE Parent Evening
- 7 June Queens Birthday Public Holiday (school closed)
- 9 June Whaanau Aawhina Roopuu Hui
- 9 June Year 11 – 13 Parent Subject Meetings
- 15 June Year 11 to 13 Parent Subject Meetings
- 16 June PHS Open Day evening
- 3 July School Ball (TBC)
- 9 July End of Term 2

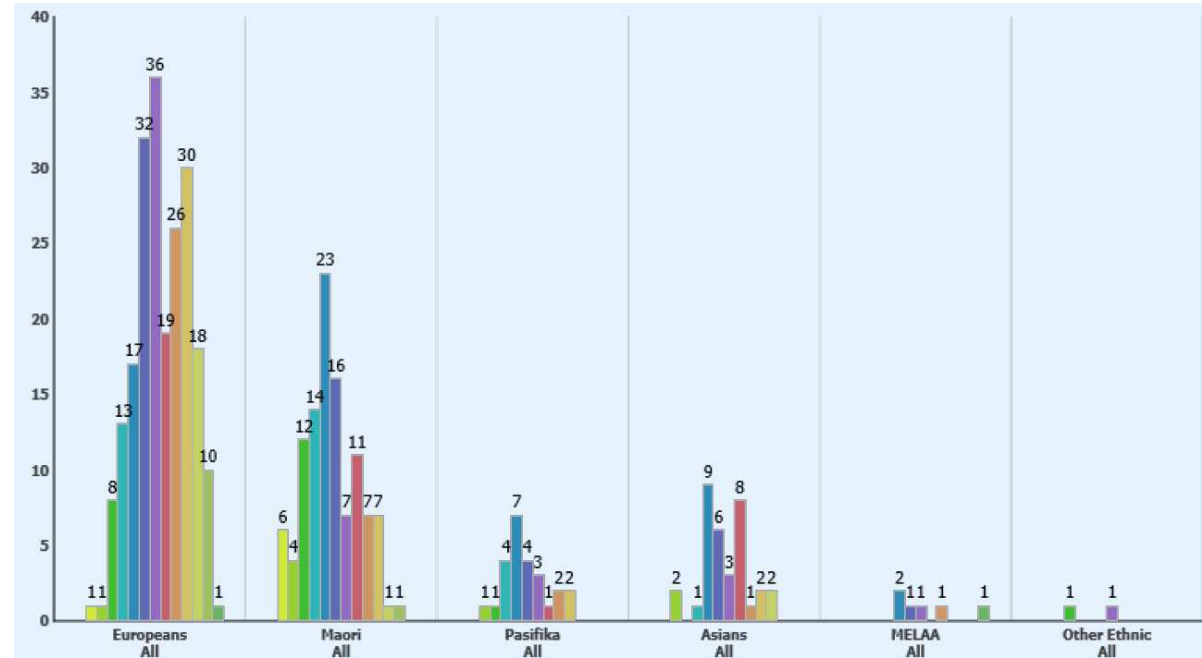


## Term 1 Student ASTTle Achievement

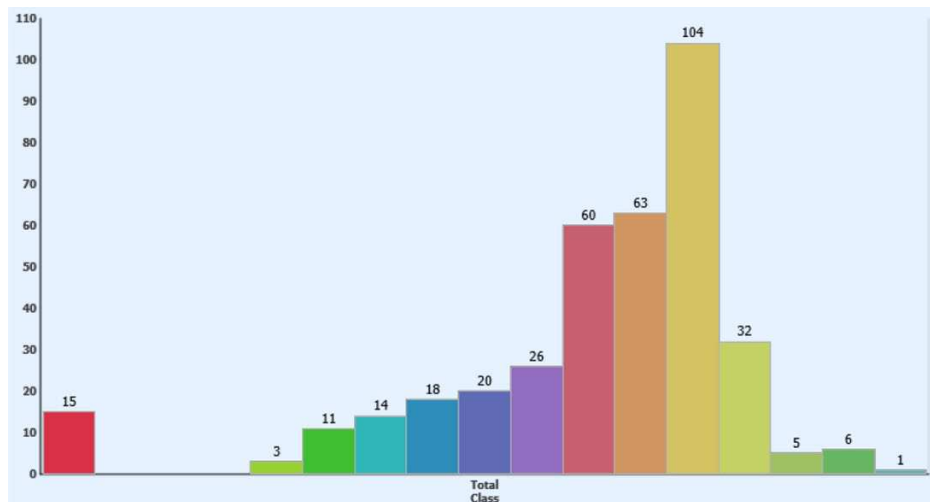
### Year 9 Maths – All



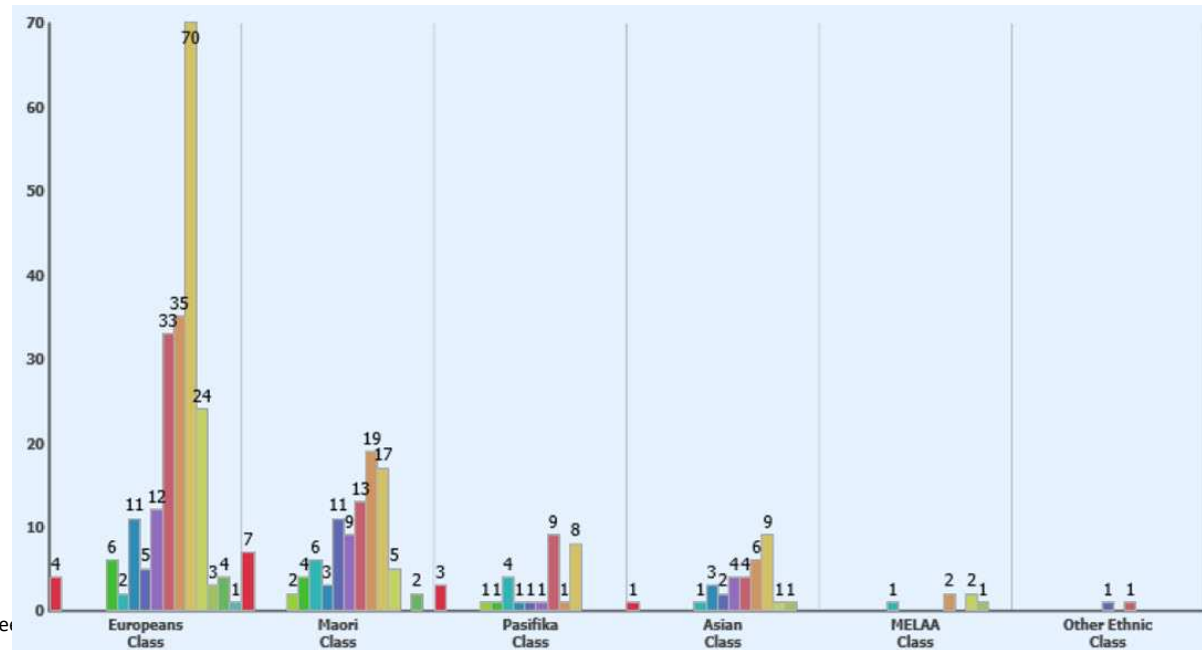
### Year 9 Maths - Ethnicity



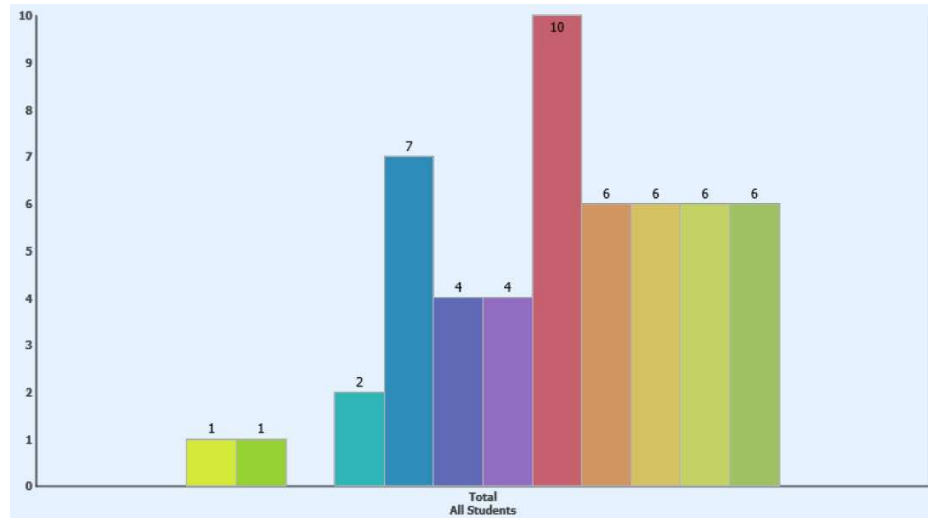
### Year 9 Literacy – All



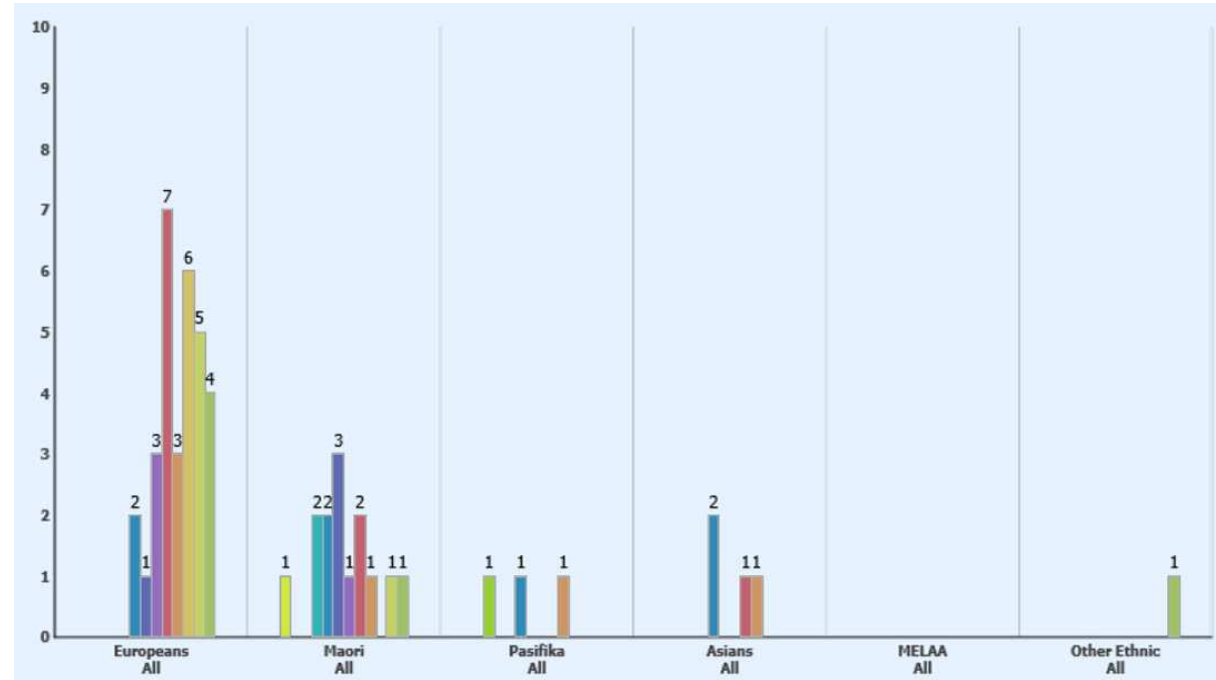
### Year 9 Literacy - Ethnicity



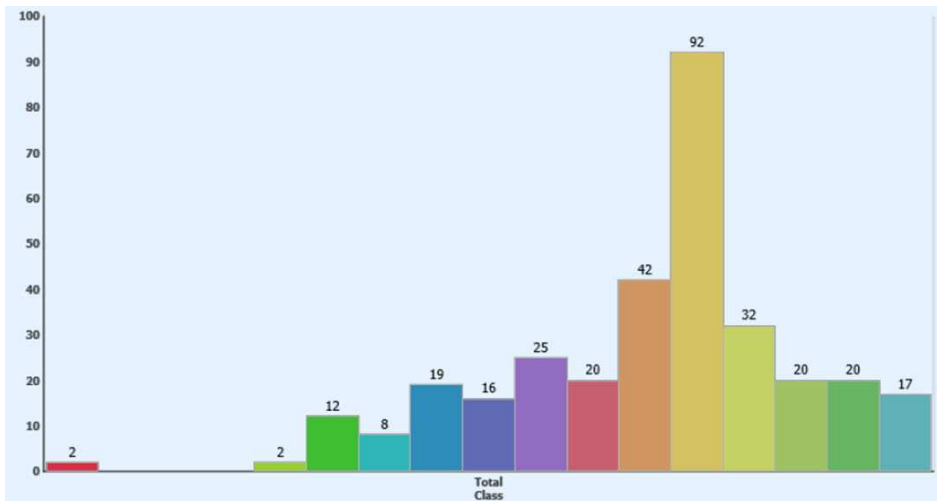
Year 10 Maths – All



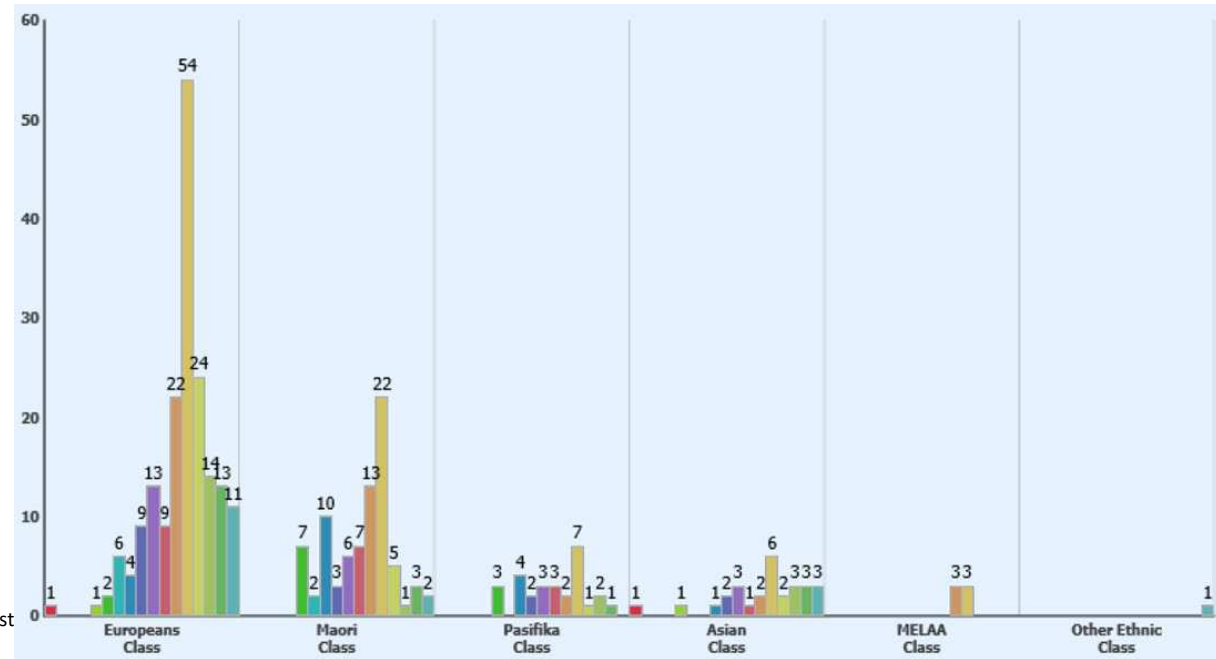
Year 10 Maths – Ethnicity



Year 10 Literacy – All



Year 10 Literacy - Ethnicity



## 6.3 Property, Health & Safety Report

### PROPERTY

1. **SIP- admin block update** . We met with Project Manager Steve Waters on Monday 10 May to discuss the few small tasks required to finish the block. The main one is the ceiling tiles in Rachel's office. A contractor is coming on the weekend to complete the work.
2. **SIP- volleyball/basketball courts.** The new courts are now fully operational and getting well used



3. **SIP-Harris St entrance.** Once the two projects above are finalized we will see how much money is left to spend on upgrading this area.
4. **John St gate.** Working well most of the time but still the subject of student damage eg swinging on them and breaking the magnetic beam.
5. **Leaking roof issues.** We have had leakage issues in the Arts and Science blocks which an MOE approved contractor has looked at on Monday 10 May. He is writing up a report which may recommend a change to the pitch of the roofing.
6. **Boiler replacement.** The small boiler next to the Munro (Science) block is due to be replaced shortly. We believe it is a cheaper option than heat pumps. The other reason we didn't go for heat pumps is that the wiring in this block is up to capacity now and any extra load due to new heat pumps would cause the electrical system to fail and even cause fires. Replacement of the wiring would be a major job and render the block unusable while the job was being done.
7. **Vans.** We have looked at new vans and they range in price from \$50k to \$80k. Unfortunately, 12 seater vans are not being made now, an 11 seater Ssongyang was the biggest we could find. Was only \$50k and they have quite a good name.

### HEALTH & SAFETY

8. Accident register for the last two weeks of term is below.

Event Date	Presented With	Treatment	Outcome	Gender
1/04/2021	Contusion with intact skin	Contacted Family, Analgesia, Advised to see GP, Observations /recordings, ACC Claim	Sent home	Male
1/04/2021	Minor Head Injury	Contacted Family, Analgesia, Advised to see GP, Observations /recordings, ACC Claim	Sent home	Male
7/04/2021	Burn	Dressing, Topical cream	Back to class	Female
8/04/2021	Dislocation	Observations /recordings, Sling/splint	Back to class	Male
9/04/2021	Foreign Body in skin	Dressing, Removal foreign body	Back to class	Male
9/04/2021	Foreign Body in skin	Dressing, Removal foreign body	Back to class	Male
9/04/2021	Sprain / Strain	Contacted Family, Equipment lent, Bandage/ strapping/ tubigrip, Ice pack,	A and M Clinic	Female
12/04/2021	Sprain / Strain	Contacted Family, Bandage/ strapping/ tubigrip, Ice pack, RICE,	Sent home	Male
12/04/2021	Contusion with intact skin	Contacted Family, Analgesia, Ice pack,	Back to class	Male
12/04/2021	Sprain / Strain	Bandage/ strapping/ tubigrip, Ice pack,	Stayed in H/C until end of day	Male
13/04/2021	Minor Head Injury	Contacted Family, Advised to see GP, Observations /recordings,	Sent home	Male
14/04/2021	Contusion with intact skin	Contacted Family, Observations /recordings	Back to class	Female
14/04/2021	Minor Head Injury	Contacted Family, Advised to see GP, Ice pack, Observations /recordings,	Sent home	Male
14/04/2021	Open wound of lower limb	Dressing, Observations /recordings, ACC Claim	Back to class	Female
14/04/2021	Sprain / Strain	Contacted Family, Bandage/ strapping/ tubigrip, Analgesia, Ice pack, ACC Claim	Sent home	Female
15/04/2021	Contusion with intact skin	Bandage/ strapping/ tubigrip, Ice pack, RICE, ACC Claim	Back to class	Male

9. A practice lockdown is scheduled to take place in the last week of May. Instructions will be sent out to staff and students and a text/email message will be sent to families. Notification will also be placed on the website.

Denis Murphy  
Business Manager

## 6.4 Student Representative Report

The general feedback that I have gathered from students so far about the year thus far is that they are feeling a lot more confident about (the rest of) the year ahead. This largely because we have not yet had any major interruptions, but also because teachers now have systems in place to ensure that we will be prepared in the case of another lockdown. The hoodies have also been very widely anticipated since word got out that they had been approved by the BOT.

The student leaders have begun brainstorming ideas for the Labour Weekend Centenary celebration.

Shown below is the proposed design for one of the houses - Massey. As was discussed at the March meeting, hoodies for all houses will be identical, with the inside of the hoodies and the drawstrings being the exceptions. In regard to adding other elements to the designs, I've suggested that they possibly look into adding a Maaori pattern to the sleeve. They're hesitant to add designs that relate to the current house names and histories of the names, in case the houses were to change. SAS has reportedly offered to sell the hoodies on the website and allow students to collect their hoodies at the uniform shop. The business group is hoping to finalise the design by the end of Week 2.



## 6.5 Staff Representative Report

The teacher only day was of huge benefit to all staff. After a powerful and emotional morning talking about Mana Ōrite mō te Mātauranga Māori, there was a clear, deeper understanding being shown from staff about how ongoing unit plans must actively consider impact, student experience and a localised curriculum. For some, staff this was further supported by the Pasifika Fono which prompted brilliant conversations too.

The overall workload for staff is hitting quite a stressful peak. What was described as feeling like 'jetlag' from last year, teachers are hitting capacity. That being said, the collaboration between and in departments is supportive for the most part and working together on a common progressive goal is helping.

There are though some excellent initiatives though which staff are contributing to a wider-school positive influence; the Te Ara Reo course running and the Kids Can food over intervals are important to mention and further contributing to our goal of 'Impactful Partnerships'.

**Laura Abbott**

## 7.1 PHS Policy Review

(see next page for draft policies)



# 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
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# Sensitive Expenditure Policy

Policy to support NAG 4 Property & Financial

## Outcome statement

All expenditure is clearly linked to the business of the school and at no time provides unreasonable and personal benefit to any individual or group of individuals (staff or students).

## Scoping

Expenses which may be considered to be beneficial only to individuals or small groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fundraising specific to that expenditure. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.

## Delegations

The principal is delegated day-to-day responsibility for ensuring that all expenditure is reasonable and does not give personal benefit to an individual or group.

## Expectations and limitations

- Where expenditure may be beneficial to an individual or group of individuals the following will be taken into account prior to authorising this expenditure:
  - Does the expenditure benefit student outcomes?
  - Does the expenditure represent the best value for money? Is it in the budget? Frequency of expenditure?
  - Could the Board justify this expenditure to a taxpayer, parent or another interested party?
  - How would the public react if this expenditure was reported by the media?
  - Would there be perceived to be any personal gain from this expenditure?
- Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. The funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (eg. Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).
- All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting purposes showing all funds raised and expenditure incurred will be provided to the board.
- The Board has delegated responsibility for the implementation and monitoring of this Policy to the Finance Committee and the Principal.

## Procedures/supporting documentation

*Annual Budget*

## Monitoring

*Finance meeting & Monthly reporting*

## Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the [Financial Information for Schools Handbook \(FISH\)](#).



# Theft & Fraud Prevention Policy

Policy to support NAG 4 Property & Financial

## Outcome statement

School assets and resources will be protected and fair and transparent processes will be in place to prevent and detect fraud by anyone involved with the school.

## Scoping

Assets and resources will be protected, adequately maintained or placed at undue risk.

## Delegations

The Board, through the Principal and the Finance Committee, will establish systems and procedures to guard against the actions of theft and fraud.

## Expectations and limitations

As preventative measures against theft and fraud the Board requires the Principal in conjunction with the Finance Committee and the Property Committee to ensure that:

- a) The School's physical resources are kept secure and accounted for.
- b) The school's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand.
- c) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
- d) All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:

- a) Decide to either immediately report the matter to the New Zealand Police or proceed as outlined below, 2b – 2f.
- b) So far as it is possible and within 24 hours:
  - i. Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
  - ii. Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
  - iii. Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
  - iv. Inform the Board Chairperson and Board Treasurer of the information received and consult as appropriate.
- c) On the basis of advice received and after consultation with the Board Chairperson & Treasurer, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.

- d) The Principal shall then carry out the following procedures:
- i. Investigate the matter further;
  - ii. If a prima facie case is thought to exist to continue with their investigation;
  - iii. Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;
  - iv. Lay a complaint with the New Zealand Police;
  - v. If necessary, commission an independent expert investigation;
  - vi. In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
  - vii. Seek legal advice; or
  - viii. Inform the Northern Regional Manager, Ministry of Education Auckland office and/or the School's auditors.
- e) Once all available evidence is obtained the Principal shall consult the Board Chairperson and Treasurer. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
- f) If a case is considered to exist the Principal or a person designated by the Principal shall, unless another course of action is more appropriate:
- i. Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
  - ii. Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
  - iii. Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all persons present.)
  - iv. Advise the person in writing of the processes to be involved from this point on.

The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.

Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

#### **Allegations Concerning the Principal or a Trustee;**

Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of Guideline 2 of this Policy.

Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of Guideline 2 of this Policy.

## **Procedures/supporting documentation**

*Monthly Financial reports*

*Annual Budget*

*Asset register*

## Monitoring

*Monthly Financial reports*

*Annual Budget*

*Asset register*

## Legislative compliance

Refer to the Ministry of Education website for information on managing school finances and the [Financial Information for Schools Handbook \(FISH\)](#).

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Reviewed: *August 2020*

Next review: *August 2022*

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# Protection and Sharing of Intellectual Property (Creative Commons) Policy

Policy to support NAG 3 Personnel

## Outcome statement

The Board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

## Scoping

The New Zealand Copyright Act 1994 Section 21 (2) recognises the copyright ownership rights of Board of Trustees of works produced by their employees in the course of their employment.

By licensing its copyright, the Board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the Board.

## Delegations

The Board delegates to the Principal the responsibility to:

- apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the Board of Trustees owns formal copyright to.
- transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school.

## Expectations and limitations

The Board:

- does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator.
- recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- recognises that the Board of Trustees retains the copyright and ownership of all property (digital and physical) that is produced by an employee the course of their employment – where this is unclear, the process for dispute resolution outlined below shall apply.

## Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance, the dispute should be documented and presented to the school Principal.
2. If the dispute is still not resolved, the documentation should be presented to the Board Chair.
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken.

## Definitions

**Creative Commons Aotearoa:** The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

**Teaching materials:** Copyright works produced by employees of the school for the purposes of teaching both digitally and physically.

# Procedures/supporting documentation

Complaints Process

## Monitoring

Complaints Process

## Legislative compliance

[The New Zealand Copyright Act 1994](#)

Reviewed: <i>May 2021</i>	Next review: <i>May 2023</i>
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# Protected Disclosures Policy

Policy to support NAG 4 Health & Safety

## Outcome statement

In accordance with the Protected Disclosures Act 2000. All members of the Pukekohe High School community will be provided guidance on the protections available and procedures for making a Protected Disclosure under the Protected Disclosures Act 2000 ('the Act')

## Scoping

This policy applies to trustees, employees, former employees, contractors, persons concerned with the management of Pukekohe High School and volunteers, who raise concerns about serious wrongdoing at or by Pukekohe High under the Act. It should be read in conjunction with other policies which relate to complaints and disputes of a less serious nature.

## Delegations

The Pukekohe High School Board has ultimate responsibility for ensuring that all disclosures are dealt with in a professional and promptly. The Board delegates authority to the Principal as the professional leader of the school, to ensure all staff are aware of the process for making a disclosure and that the Board is informed of any disclosures made.

## Definitions

**Protected Disclosure** is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

**Complainant** means a current or former employee contractor or volunteer of the school.

**Serious wrongdoing** is defined in the Act as being any of the following:

- a. An unlawful, corrupt, or irregular use of public funds or public resources; or
- b. an act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- c. an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial; or
- d. an act, omission, or course of conduct that constitutes an offence; or
- e. an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

**Protection** in this context can include any of the following:

- a. Confidentiality
- b. Immunity from civil criminal or disciplinary proceedings for making or referring the disclosure
- c. The right to not suffer retaliatory action by their employer

## Expectations and limitations

### Conditions for disclosure

Before making a disclosure the employee should be sure all of the following conditions are met:

- The information is about serious wrongdoing in or by the School.
- The employee believes on reasonable grounds the information to be true or likely to be true.
- The employee wishes the wrongdoing to be investigated.
- The employee wishes the disclosure to be protected.

### Who can make a disclosure?

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:

- current employees and principal
- former employees and principals, and

- contractors supplying services to the school.

*Please Note: The Act does not apply to parents or board of trustees members unless they are staff members of the College. It is for the protection of employees. For the purposes of this Act the board of trustees is the employer*

### **Protection of employees making disclosures**

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from their employers
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure, and
- will, (*subject to paragraph Protection of disclosing employee's name*) in the procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

## **Procedure**

Any employee of the School who wishes to make a protected disclosure should do so using the following procedure.

### **How to submit a disclosure**

The employee should submit the disclosure in writing.

### **Information to be contained**

The disclosure should contain detailed information including:

- the nature of the serious wrongdoing
- the name or names of the people involved, and
- surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

### **Where to send disclosures**

A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of section 11 of the Protected Disclosures Act 2000 for this purpose.

If you believe that the principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board chairperson.

### **Decision to investigate**

On receipt of a disclosure, the Principal or Board chairperson must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted, a full investigation will be undertaken by the principal or Board chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

### **Protection of disclosing employee's name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the principal or Board chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation, or
- to prevent serious risk to public health or public safety or the environment.

### **Report of investigation**

At the conclusion of the investigation, the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.

### **Disclosure to an appropriate authority in certain circumstances**

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- the Board chairperson is or may be involved in the wrongdoing
- immediate reference to another authority is justified by urgency or exceptional circumstances, or
- there has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate authorities include (but are not limited to):

- commissioner of Police
- controller and Auditor-General
- director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- the head of any public sector organisation.

### **Disclosure to Ministers and Ombudsman**

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate, or
- has decided to investigate but not made progress with the investigation within reasonable time, or
- has investigated but has not taken or recommended any action, and
- the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

## **Procedures/supporting documentation**

Staff Induction process

Complaints Procedure

## **Monitoring**

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## **Legislative compliance**

Protected Disclosure Act: <http://www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html>

Reviewed: May 2021

Next review: May 2023