



AGENDA

NOTICE OF MEETING 2020

**A meeting of the Pukekohe High School Board of Trustees
will be held at 6 pm, 21 June 2021 in the Staffroom**

OPEN MEETING

Welcome from Chair and Karakia

- | | |
|---|---------------|
| 1. Apologies | 2 min |
| 2. Declaration of Conflict of Interest | 2 min |
| 3. Confirmation of Previous Minutes
Minutes of the Pukekohe High School Board of Trustees dated 17 May 2021
have been circulated to all Trustees. | 3 min |
| 4. Correspondence <ul style="list-style-type: none">Ministry of Education, Applications to state integrated schools within areaNZQA, Managing National Assessment ReportParent Letter of Complaint | 10 min |
| 5. Extraordinary Business
Nil | |
| 6. Standing Items | 30 min |
| 6.1 Financial Report | |
| 6.2 Principal's Report
Resolution:
<i>That the Pukekohe High School Board of Trustees supports the Centenary Committee seeking sponsorship for the events to mark the centenary events during Labour Weekend.</i> | |
| 6.3 Property, Health and Safety Report

Resolution:
<i>That the Pukekohe High School Board of Trustees supports and approves the purchase of three portable cabins for \$50,000 for music department practise rooms.</i> | |
| 6.4 Student Representative Report | |

6.5 Staff Representative Report

7. Items for Decision

30 min

7.1 Disposal of Land

Richard Barnett

Resolution:

That the Pukekohe High School Board of Trustees supports the principal to investigate options for the disposal or leasing of some school land through the Ministry of Education and local businesses, and tables a detailed report at a future Board meeting

7.2 PHS Policy Review

Simon Williams

For endorsement by the Board:

- Appointments
- Attendance
- Conflict of Interest

For adoption by the Board:

- Personnel – tabled in March
- Uniform Policy – tabled in April, updated
- Creative Commons – tabled in May

8. Items for Information

8.1 Nil

9. Meeting Closes approx

7.20pm

Next Meeting: Monday 19 July 2021

4. Correspondence



1 June 2021

Mr Ben Stallworthy
Board Chair
Pukekohe High School
PO Box 306
Pukekohe 2340
Auckland

RBarnett@pukekohehigh.school.nz

Dear Mr Ben Stallworthy

The Ministry of Education has received the following applications for changes to state integrated schools within your network. The applications are:

- for the establishment of a Year 7 – 13 Pukekohe campus of Elim Christian College; and
- for a change of class for KingsGate School to enable the school to become a Year 1 – 13 school.

Elim Christian College, Yates Road

Elim Christian College is a state integrated composite (Year 1-15) located in Botany, Auckland. Elim Christian College currently operates three campuses: a Year 1 – 10 campus at Goflands; a Year 11 – 13 Botany campus; and a Year 1 – 13 campus at Mt Albert. The application we have received is for a new Year 7 – 13 campus to be established in Pukekohe, with a maximum roll of 400 (to grow over the first four years). The Elim Christian Centre is the Proprietor of Elim Christian College.


KingsGate, 58 Blake Road

KingsGate School is a state integrated co-educational full primary school (Year 1 - 8) currently located at 53 Victoria Street, Pukekohe. The Proprietor recently gained approval to relocate KingsGate School to 58 Blake Road and KingsGate School was granted approval to progressively increase its roll to 450 students. The proprietor of Kingsgate School is the New Zealand Christian Proprietors Trust.

As part of the assessment of these applications the feedback of your board of trustees is sought.

If you have any comments about the proposals that you would like to draw to the Ministry's attention, please forward to Theresa Webb, Senior Adviser on Theresa.Webb@education.govt.nz by 30 July 2021.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Janet Schofield".

Janet Schofield
Manager – Network Planning

25 May 2021

Ben Stallworthy
Board Chair
Pukekohe High School
PO Box 306
Pukekohe 2340

Tēnā koe

Managing National Assessment Report

Enclosed is a copy of the report summarising the findings of the 2021 Managing National Assessment review for Pukekohe High School. The Principal and staff have had the opportunity to review this report. It is now a public document and will be made available through the *Find a School and its MNA report* link on NZQA's website.

In combination with the most recent Education Review Office report and our Managing National Assessment review, we can confirm that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules* 2011 and its Guidelines. It is anticipated that the next Managing National Assessment review will be conducted within three years.

Enclosed is a leaflet providing an overview of the review's scope for your information.

Nāku noa, nā



Jane Griffin
School Relationship Manager

Encl. Managing National Assessment Report and leaflet

CC Richard Barnett



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Managing National Assessment Report

Pukekohe High School

April 2021

What this report is about

This report summarises NZQA's review of how effectively Pukekohe High School:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school to consider that enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school's assessment systems at least once every four years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the school provided the following documents:

- information on their actions and review since the last Managing National Assessment report
- *Pukekohe High School NCEA Policies and Procedures 2021*
- *Managing National Assessment Staff Handbook 2021, Pukekohe High School* (staff handbook)
- *Pukekohe High School Student and Whānau Assessment Handbook 2021*, (student handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Tumuaki Tuarua/Tumuaki Tuuhono Principal's Nominee/Assistant Principal
- Heads of Faculty for:
 - Technology
 - The Arts
 - English
 - Social Science
 - Science
 - Health and Physical Education
- three students.

There was a report-back session with the Tumuaki / Principal, Tumuaki Tuuhono / Associate Principal and Tumuaki Tuarua / Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps and to agree on any action required.

SUMMARY

Pukekohe High School

14 April 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

Due to the impact of COVID 19, at the request of NZQA, and with the school's agreement, this review was rescheduled from 2020.

What the school is doing well

Pukekohe High School's is more fully utilising the flexibility of NCEA to meet the needs of its rapidly changing student community and develop its strategic equity focus. The new Senior Management Team is leading culturally responsive change in assessment. Its student-centred philosophy provides appropriate and meaningful pathways to meet the interests, aspirations and abilities of its students. Careers leaders and whānau teachers support student choices through academic mentoring, tracking and culturally responsive assessment opportunities. There have been improvements in student achievement since the last Managing National Assessment review.

Improvements in internal moderation processes have resulted in consistent and transparent storage of all teacher steps in the internal moderation process. This includes purposeful verification of student work. The Principal's Nominee makes a visual check of these. External moderation outcomes are documented by the Principal's Nominee, and action plans are developed and monitored when issues are identified, allowing those issues to be resolved.

Data analysis and annual reporting to Faculty Heads, and Senior Leadership supports changes to course design to meet student needs. Several faculties have made changes to improve access to courses for students and provide optional standards. NCEA student achievement is regularly monitored to ensure that students are tracking towards their academic or career goals.

Schoolwide understanding of assessment policies and procedures has improved. Two reviews of communications have led to better standardised policies and processes. Updated documentation includes recent changes in NZQA practice such as the Rule changes relating to resubmission.

The Principal and Principal's Nominee work effectively with the whole Senior Leadership Team with the aim of providing systems for students to achieve credible qualifications. They require a clear line of sight to all internal moderation documentation and commentary around internal moderation verification.

These recent changes requiring digital storage of all evidence for moderation and sharing so that these are visible at all levels mean the school is best placed to build on current good practice around assessment through the Review of Assessment Standards.

It has identified next steps as the introduction of digital assessment for externals and the Review of Assessment Standards.

Areas for improvement

The Principal's Nominee and School Leaders can further strengthen their process for monitoring internal moderation by keeping a written record of the Principal's Nominees visual check of internal moderation materials and processes. This will provide a record of his quality assurance check by reconciling submitted teacher documentation with actual practice and allow for actions to be monitored and signed off so that results are transparent.

This review showed there is a need to strengthen the understanding of strategic selection of samples of graded work for internal moderation. A change in this practice has the potential to reduce and better focus staff workload.



Kay Wilson
Manager
School Quality Assurance and Liaison



Jane Griffin
School Relationship Manager
School Quality Assurance and Liaison

19 May 2021

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 19 October 2018 Managing National Assessment Report In 2018 NZQA identified a significant issue which if unaddressed could have put its ongoing Consent to Assess at risk.

- Monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2018, 6.4b*)

This has now been fully resolved.

The process to monitor internal moderation assures senior management that effective quality assurance has been undertaken for every standard where results are reported to NZQA. The Principal's Nominee monitors that internal moderation systems ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2018, 6.4(b)*).

The Principal's Nominee conducts a visual check of digitally stored internal moderation material and processes. Senior Management Line Leaders also check records with actual practice and discuss their findings with the Principal's Nominee.

As a next step the school has agreed to document its monitoring process for internal moderation. This would help to define the role of the Senior Management Line Managers and the Principal's Nominee.

Three agreed actions from the 2018 review have been fully resolved. Faculty leaders have developed a documented process to identify and support subject areas with ongoing external moderation issues and resolution of actions is checked by the Principal's Nominee. Internal entries are withdrawn or have results reported. Communications are regularly reviewed to ensure they are fit for purpose.

One agreed action is ongoing. The school has made progress in reinforcing and supporting effective internal moderation practices. Further strengthening of this progress by documenting outcomes is outlined in the moderation section of this review.

Response to external moderation outcomes The school has, since 2018, effective process in place for responding to external moderation. The Principal's Nominee/Deputy Principal share all reports with Heads of Faculty and teachers online.

External moderation is monitored, and *Response to External Moderation* action plans are developed and signed off by the Principal's Nominee. The broader Senior Management Line Leaders' Team shares in this process by recognising and

supporting any subject areas with ongoing inconsistencies of judgements. This confirms the school's internal assessment results.

Encouragement of schoolwide discussions over grade boundary decisions shows a developing capacity to make grade boundary judgements. This may not change all outcomes but does mean that a process of monitoring can explore further options such as a change in verifier if this is needed. The Principal's Nominee keeps a watching brief and with time this will further ensure consistent grade boundary decisions.

Response to data issues The school's Education Review Office report noted developing capacity to monitor student progress. "Leaders and teachers are regularly monitoring and tracking achievement information. Strengthened systems and improved processes are ensuring students' progress and wellbeing is at the forefront of decision-making."

Where outlier data has been drawn to the school's attention in one department by NZQA, a close analysis of the results has been made and indicates that internal and external results for the school are congruent and that an effective and experienced teacher is providing students with their best opportunity to achieve at all levels. This analysis has provided confirmation of the internal assessment results awarded.

Examination Centre Audit In November of 2020 an NZQA Examination Centre Audit showed the school's examination centre was run effectively and that there is effective dialogue between the Examination Centre Manager and the Principal's Nominee.

Internal review

Evidence for the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Student achievement and culturally responsive assessment practice are forming part of a pattern of change at Pukekohe High School. Since the last Managing National Assessment Review the school has a new Senior Leadership Team who have developed a culture of transparent assessment and moderation practice within the school. This includes a focus on equity, and access to a wider variety of academic and trades courses, particularly for the growing Māori and Pasifika population in this region.

Assessment practice is better meeting the needs of students and regular professional development on assessment practice has improved collective understanding of assessment processes and procedures.

A review of internal moderation practice and policy has provided staff with a developing understanding of the purpose of internal moderation and senior management with a clear line of sight into teacher documentation of internal moderation and the processes followed in departments.

The school maintains, and evidence of learner outcomes suggests, that these initiatives are making a measurable difference to student achievement. They ensure that students are more engaged in and are accessing their own learning and assessment pathways.

Communications and assessment policies have been reviewed to ensure they are fit for purpose.

The COVID 19 lockdown resulted in rapid, school-led change and a range of reviews of assessment and moderation policy and practice. This is further supported through a review of the essential skills in the year 9 and 10 curriculum. As a next step the Senior Leadership Team now aims to embed a calendar of annual reviews to manage workload. This will include future focus on such changes as the introduction of digital examinations and the Review of Assessment Standards.

No action required

No issues with the school's response to NZQA external reviews or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2020 5.5)

Pukekohe High School has effective processes and procedures for meeting the assessment needs of their students by:

- using culturally responsive assessment contexts
- providing a range of local contexts to engage student interests
- improving assessment practice through portfolio and research-based assessments that use milestone checks and templates to monitor student progress
- extending consent to assess to provide a range of standards leading on to trades and technical careers
- providing individualised learning programmes to meet student needs through differentiated assessment, credit reduction and optional standards in courses
- using school-based evidence to support applications for special assessment conditions and ensuring those with entitlements are provided with approved resources
- assessing when they are ready.

Pukekohe High School has effective processes and procedures for:

- managing missed and late assessment, new resubmission rules and further assessment opportunities
- helping students to present authentic work by using a range of suitable strategies during the assessment and marking process, including online authenticity checks
- providing unexpected event grades for students
- offering students an appeals process and investigating any appeals
- investigating any breaches of the school's assessment rules using the principles of natural justice
- ensuring that evidence for derived grades is appropriately collected, submitted and stored
- meeting the requirements of the *Privacy Act 1993* by keeping student results confidential.

Better meeting student needs including for Māori and Pasifika students

Differentiated courses and removal of pre-requisites for STEM subjects increasingly allow students to pursue pathways that more effectively meet their needs. Teacher inquiry showed that several Science and Mathematics courses at Year 11 did not previously allow access to ongoing pathways – particularly for a group of Māori and Pasifika students.

More open entry into ongoing courses through the removal of streaming has been supported with the introduction of new pathways, promotion of Tapasā, regular Pasifika fono and Māori hui. The Tula'i Mentoring process encourages commitment

to peer mentoring and leadership and adds a further layer of support for students. The school credits these changes, and the introduction of a greater range of trades pathways through Manukau Institute of Technology, with improving attendance and achievement outcomes for students some of whom are now taking up tertiary courses in STEM subjects.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2020 6.4b)

Pukekohe High School has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- holding regular benchmarking meetings in departments
- encouraging discussions over grade boundary decisions to develop teacher capacity to make accurate assessment judgements
- engaging with suitably qualified subject specialists from within and outside the school to verify grades for a purposefully selected sample of student work
- keeping notes of new verifier judgements and professional discussion to provide a collective resource for departments
- staff documenting internal moderation processes digitally so that all stages of this process are visible to Heads of Faculty, the Principal's Nominee and the Senior Leadership Team
- discussing internal moderation as a regular standing item in weekly Curriculum Leadership Team meetings.

Pukekohe High School has effective processes and procedures for managing external moderation by:

- selecting samples of student work to meet NZQA requirements
- ensuring samples of student work are provided by being adequately stored digitally or as hard copy, as appropriate
- encouraging teachers to submit external moderation online.

Strengthen the process of monitoring internal moderation The Principal's Nominee has agreed to strengthen process by documenting the annual internal moderation monitoring check. This will provide a record of their audit, discussions with the Senior Leadership Team in regular meetings and give a final quality assurance check that internal moderation has been completed for all standards where results have been reported to NZQA.

Focus on reducing workload by considering verification requirements for sufficiency The school should consider providing staff with further guidance on how to undertake sufficient grade verification by the strategic selection of student work. Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. Some Heads of Faculty continue with the misapprehension that a set number of pieces of student work must be internally moderated and that these samples are to be randomly selected. This is a process and legacy issue. School policy is clear that there is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

Departments currently assure the quality of grades awarded by including work at grade boundaries when verifying assessor judgements. However, most of those interviewed verify more samples of student work than this.

Encourage teacher selection of standards for the external moderation plan To gain effective feedback teachers could engage in making suggestions for standards they would benefit from being included in the school's external moderation plan. There has been no recent teacher engagement in selecting standards in the assessment plan. The Principal's Nominee aims to better emphasise this opportunity and encourage teachers to request standards on their assessment plan later this year.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- reinforcing the process of strategic selection of standards for internal moderation
- documenting the Principal's Nominee's process for monitoring of internal moderation to provide clarity about the expectations
- recording the findings of internal moderation monitoring checks.

How effectively does the school manage and make use of assessment-related data?

*Evidence for data management and use supporting student achievement outcomes.
(CAAS Guidelines 2.6v, 2.7i-iii)*

Pukekohe High School effectively uses assessment-related data to support achievement outcomes for students by:

- tracking and monitoring student progress towards gaining their NCEA, qualifications or assessment pathways
- identifying targeted learners as part of a three-weekly cycle of predictive individual and group results and providing appropriate intervention to those at risk of not achieving their qualification
- using NZQA statistical reports and analysing results comparatively and longitudinally through *The Equitable Outcomes Report* to inform faculty decisions about course content and design.

Pukekohe High School reports accurate achievement data by:

- using Key Indicators and data file submission reports to identify data errors and resolve these
- reporting only those results that have been quality assured, to NZQA on a timely and regular basis
- reconciling the currency of memoranda of understanding held with external providers, and stored in departments, through a documented Principal's Nominee check
- ensuring the numbers of late entries for external assessment are managed to better meet student needs by ensuring they are best prepared for external assessment
- ensuring that internal entries are reported with a result or are withdrawn as appropriate
- requiring that students check their results and sign off to confirm their accuracy when assessments are returned
- encouraging students to check their results and monitor their progress through the School Management System and increasing use of the NZQA Learner login.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Pukekohe High School has effective processes and procedures for:

- ensuring students receive standardised outlines for all courses they undertake
- communicating assessment policy and procedure face-to-face, as hard copy and through digital channels to help ease of access
- ensuring the Principal's Nominee makes regular visits to discuss assessment requirements with teachers at both Curriculum Leadership Team meetings and departmental meetings
- supporting all teachers by encouraging them to contact subject associations.

Pukekohe High School assists common understanding of assessment practice by:

- checking whether teachers, students and are following processes
- informing teachers about assessment best practice, providing professional learning and opportunities to discuss changes.

Communication is timely and improves access to NCEA information

Communication strategies use a variety of media and messaging to share information. The Principal's Nominee presents NCEA information to students at assemblies and to whānau through parents' evenings in English, Māori and three Pasifika languages. Students from overseas or those transferring from schools who are not familiar with NCEA are encouraged to attend. These communication strategies are working to improve understanding of assessment information across the school community.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.

Assessment Practices

Your assessment practices for NCEA:

- guide staff and students to effectively manage assessment for national qualifications
- give students adequate opportunities to demonstrate their best achievements.

Your policy and processes for review ensure:

- consistent assessment practice for: extensions, resubmission and further assessment opportunities, authenticity, appeals and breaches of the rules
- student assessment needs are met, including those with SAC entitlement
- evidence gathering methods support students to present their best evidence
- external assessment, including derived grades and operating an Examination Centre are effectively managed
- literacy and numeracy achievement is monitored and supported.

Moderation

You comply with NZQA moderation requirements and:

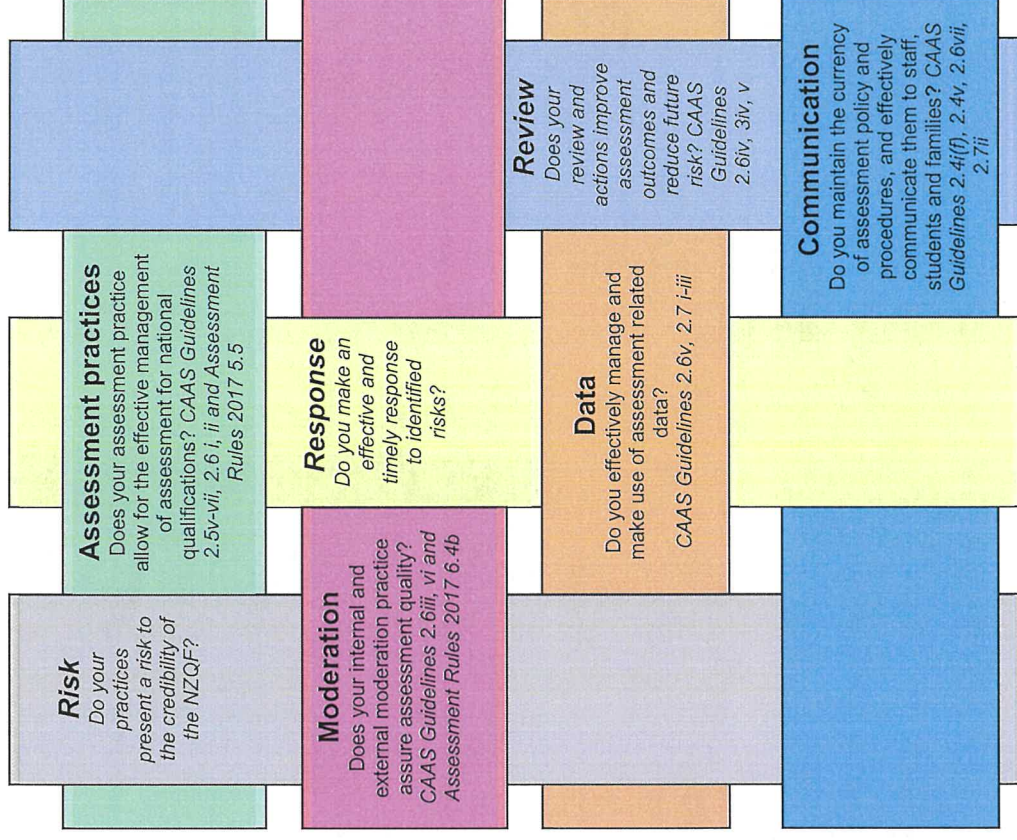
- report only results that have been subject to internal moderation and are consistent with the assessment standard
- submit materials for external moderation
- use moderation reports to validate and/or improve assessment quality.

Your policy and processes for review ensure:

- internal moderation occurs and is effectively documented
- school monitoring confirms all standards assessed are internally moderated
- a random selection of student work is stored for external moderation submission
- external moderation feedback is monitored and followed up with actions to address identified issues, including historical
- ITO external moderation is followed up.

Does your school ensure the credibility of assessment for national qualifications?

A Managing National Assessment review evaluates whether your school policies, processes and review allow for effective management of credible assessment for national qualifications to confirm Consent to Assess.



Data

Your data processes:

- ensure that student details, entries and results are communicated to NZQA in an accurate and timely manner
- analyse, evaluate and inform teaching and assessment practice, and validate assessment processes.

Your policy and processes for review ensure:

- accurate reporting of results and Not Achieved,
- minimal late entries and unreported results
- effective verification of L1 & 2 Visual Arts, MCAT and Verified Languages.
- adequate response to internal/external results data
- students are supported to use their Learner login
- teacher use the NZQA Provider login
- achievement data is analysed to inform change and report to all stakeholders.

Communication

Your assessment information, policies and procedures:

- help teachers to carry out appropriate assessment for qualifications
- are communicated to students and their families effectively
- are comprehensive, up to date and regularly reviewed for accuracy.

Your policy and process for review ensure:

- assessment documentation for staff and students is relevant and in plain English
- assessment information to students is consistent and reflects good practice
- effective communication of assessment information to students and parents
- induction and support for new staff
- teacher and student feedback informs changes
- a memorandum of understanding is held for all external providers.

How effectively do you ensure the credibility of assessment for national qualifications?

The review sets out to answer this question, using information gathered from a range of sources including:

- your evaluation of your capacity to manage assessment for national qualifications
- interviews with senior leaders, students and Heads of Department or Teachers in Charge of subject areas
- your documentation provided to staff and students on assessment for national qualifications.

The answer provides evidence towards confirming your ongoing Consent to Assess Against Standards from the Directory of Assessment Standards, and determines the next Managing National Assessment review date as follows:

Risk Response Review

4 years	Your systems and practices meet requirements of your Consent to Assess.	Your processes anticipate, identify and respond to issues effectively.	Your review is systematic and leads to shared understanding and improvement in assessment quality.
3 years	Your systems and practices allow you to meet requirements of your Consent to Assess.	Your processes identify issues. Response is effective.	Your review is systematic and leads to improvement in assessment quality.
2 years	Some of your systems and practices meet requirements of your Consent to Assess.	Your school responds effectively to identified issues.	Your review brings some improvement in assessment quality.
1 year	Your systems and practices do not meet moderation requirements of your Consent to Assess.	Identified issues are unresolved by your response.	Your review has little effect on improvement of assessment quality.

Managing National Assessment Review

The Managing National Assessment review confirms the school's ongoing Consent to Assess. It checks that the school has effective policies and systems that ensure credible internal assessment for national qualifications. The review is a partnership between the school and NZQA.

NZQA expects

- your assessment practices to:
 - guide staff and students to manage assessment for national qualifications effectively
 - give students adequate opportunities to demonstrate their best achievements.
- you to comply with moderation requirements by:
 - reporting only results that have been subject to internal moderation and are consistent with the assessment standard
 - submitting materials for external moderation and using moderation reports to validate and/or improve assessment quality.
- that your data:
 - processes ensure that student details, entries and results are communicated to NZQA in an accurate and timely manner
 - analysis evaluates and informs teaching and assessment practice, and validates or improves assessment processes.
- that your assessment policies, information and procedures:
 - help teachers to carry out valid internal assessment
 - are effectively communicated to students and their families
 - are comprehensive, up to date and regularly reviewed for accuracy.
- that all action items from the previous Managing National Assessment report have been adequately addressed.

David & Joanna Hawkins,
43a Youngs Grove
Pukekohe
2120

13th June 2021

The Principal and The Chair of the BoT of Pukekohe High School
Harris Street
Pukekohe

Dear Ben and Richard,

Re: Failure of the Board of Trustees to deliver against stated school values

I trust you are both well.

I am writing to you in your roles as the Chair of the Pukekohe High School Board of Trustees and as the Principal of Pukekohe High School.


The concerns I wish to raise follow from recent actions by Pukekohe High School that demonstrate lack of consistency, poor communication and an engendering of divisiveness that I believe are contrary to the school's values as stated on the school's website.

The school website states that Pukekohe High School values include:

- manaakitanga – respect, responsibility and kindness, and
- kotahitanga – community, relationships and working together.

Yet as a parent looking in on recent activities, these do not seem to be upheld. The intent of several recent activities to embrace diversity, to act with empathy, to respect each other and to include everyone, appear to instead have had the impact of dividing the community and ostracising both those the activities were intended to support and those who were asked to support the activity.

To be specific.

1. The recent initiative to introduce toilets for students identifying as non-binary in their sexual orientation.
 - a. My understanding is that the intent of the initiative was to help these students feel more included and comfortable with toilet facilities they can use.
 - b. I believe specific restrooms have been modified to include the logo  on the door because of this initiative
 - c. I draw my understanding of the impacts this has had, on the reports of students that I know who attend the school and who have a variety of gender identities and from members of the staff I have occasional or regular contact with.
 - d. The impacts as they have been discussed with me include the following:
 - i. Students identifying as heterosexual are not using this facility for fear of either being labelled as non-binary **or** as treading on the sensitivities of those who identify as non-binary
 - ii. Students identifying as non-binary not using the facilities for fear of being identified as such.

- e. These impacts are counter to the intent resulting in alienation, increased discomfort of both heterosexual and non-binary students, and create division rather than diversity.
 - f. A simple designation of “toilet” without fanfare, could have avoided these negative impacts. Can the board please explain why a simple designation was not considered appropriate?
2. Disempowerment of student leadership
- a. I understand the head students and prefects have been tasked with the facilitation of numerous student-led activities with the intent of building community at school and raising awareness of key issues.
 - b. These include different mufti and Year 13 dress-up days, “Childhood Dream-job dress-up” in Term 1, “Pink-shirt” day – in support of anti-bullying and “Gumboot Day” – in support of mental health in Term 2.
 - i. Please note you have misrepresented the cause for which Pink shirt day raises funds in the school newsletter of 4th June. The cause is identified as raising funds for Mental Health. However, Pink shirt day originated as a stance against homosexual bullying but is applied generally in NZ to show you are *“committed to preventing bullying and creating a more inclusive Aotearoa where everyone feels safe, valued and respected regardless of age, faith, sex, gender identity, sexual orientation, ability, or cultural background.”*
 - c. The nationally recognized “gumboot day”, a mufti day in support of mental health was delayed from Term 1 on the understanding conveyed to the head students that a mufti-day on the last day of term might increase truancy and misconduct.
 - d. Gumboot Day was however, given the go-ahead by the Senior Leadership Team in Term 2 the afternoon preceding the day allocated. It also was limited to Year 13 students and staff.
 - e. Another mufti-day in addition to the Pink-shirt and Gumboot days has been approved for this coming week by Senior Leadership Team.
 - f. The deferral of Gumboot Day by staff, the short notice, the limitation of the scope to the senior school and the introduction of a planned “Rainbow mufti-day” this week has had the following impacts that I am aware of:
 - i. The gumboot day failed to substantially raise awareness of mental-health and was seen as a “muck-up” by school students if the commentary I have been party to is anything to go by.
 - ii. Head students felt they bore the brunt of the disgruntlement from students, although they were completely disempowered by staff regarding managing this day.
 - g. These have raised questions regarding the agenda (conflict of interest), consistency, and competence of senior staff in the minds of some students. I am concerned this will affect the engagement/respect that head students have with/for the senior leadership.
3. The board has seen fit to devote a whole week to promoting LGBTQIA+ values through a “school opt-in” programme sponsored by a vocal minority group. This is in addition to Pink-shirt day having a background in this value-set.
- a. Can the board please explain why the promotion of LGBTQIA+ values, gets such significant air-time when a general anti-bullying message appears limited to less than a single day, when mental health appears as an afterthought, when understanding that a child’s identity begins with their inherent value rather than

their sexual orientation appears lost and when the concept of abstinence as a valid choice is belittled in a community preaching inclusiveness?

4. Communication regarding the LGBTQIA+ week event:

- a. An email arrived in our inbox at 4pm on Friday the 11th of June, detailing assemblies to be held on Monday the 14th of June as part of LGBTQIA+ exposure in the school. The letter was dated the 8th of June and included a request that those parents wishing to withhold their students from the assemblies notify the school by the end of the school day on Thursday, the 10th of June. If you wish to withhold your child from the assembly, you are asked to explain why.
- b. This is abysmal communication for the self-evident reasons around the timing of the email and the timing for any responses to be sent. However, it also concerns me for the following reasons:
 - i. Allowance for students not to attend based on their parent's wishes acknowledges the contentious nature of this topic. The delivery of this letter in the above manner suggests Pukekohe High School believes it acceptable for:
 1. Contentious issues to be sprung on whanau. The earliest that most parents will know of this topic, is when the students arrive home on Monday, and only if they talk about the day. Perhaps this was intended?
 2. Parents to have to opt students out of contentious issues rather than giving them the information to opt in.
 - ii. Those whanau who opt to take their students out of a non-curriculum activity are asked to explain "Why?"
 - iii. There is a paucity of information regarding other LGBTQIA+ activities planned for the week. This does not appear on the school website. Whanau might well be forgiven for thinking the school was trying to fly under the radar on the event. It certainly does not suggest respect, responsibility, community or working together with whanau.
 - iv. Can the board please explain:
 1. How this demonstrates respect for the community of whanau involved with PHS?
 2. How communication of this nature builds trust with whanau and improves the standing of the school in the community?
 3. Why it is necessary for a parent/caregiver to have to explain why their child will not be attending a contentious non-curriculum activity?
 4. The lack of advanced consultation with or notification of the event to whanau?

5. The board does not understand its student voice.

- a. The intent to foster a safe place for LGBTQIA+ identifying students is laudable, however, I question the wisdom of the methodology being employed.
 - i. Flying a rainbow flag next to the national flag in the week before the week promoting LGBTQIA+ values has been seen by some as unnecessarily inflammatory – the flag being removed with intent to deface by students being direct evidence of this.
 - ii. Regarding expectations that student leaders wear rainbow and pronoun badges. You should be aware that student leaders are concerned that if they do not wear a badge this will result in the forfeiture of their leadership responsibilities.

- iii. The voice of a student identifying as LGBTQIA+ *"Both are compulsory from what Ms ??? told me, she told me that house leaders that refuse to wear them and hand them out, will get their role/badges revoked"*
 - iv. Another voice identifying as LGBTQIA+ *"... it feels like we are forcing this whole thing onto people who maybe aren't exactly for/comfortable with LGBTQIA+. I've always been okay with whatever people believe so long as they don't force it onto others, and it feels like this is exactly what we are doing here."*
 - v. Regarding the use of "gender inclusive" language. (Has the English department forgotten that the English language has a gender inclusive pronoun?) Another, student voice with heterosexual identification, *"I understand wanting to normalize pronoun usage, but I think it's going a bit too far to make it compulsory when there could be people who struggle with gender identify and stuff. That's not really the message you want to be sending."* It puts pressure on the people you say you want to make more comfortable
- b. Can the board please:
- i. Explain why correct use of the English language without resorting to this "bastardization" is not considered appropriate?
 - ii. Provide a perspective on how strong advocacy of active participation to the point that student leaders feel that to not actively participate would result in forfeiture of their roles, respects the perspectives of faith and non-faith communities who hold values that conflict with the LGBTQIA+ agenda?
 - iii. Provide a perspective on how the freedom of expression will be upheld for those students for whom this week provides a challenge they must wrestle with and that they may not be equipped for?
6. In all this, can the board provide assurance that the intent to foster a safe place for all students, including the targeted LGBTQIA+ identifying students, will occur in the subsequent impacts? Student voice throws significant concern onto the capacity of the board to deliver this intent.
7. Can the board please provide assurance that other programmes with broader perspectives on identity development such as "Shine" & "Strength" (A Girl Called Hope), "Attitude" (Parenting Place), The Rising Foundation, will be given the same priority at Pukekohe High School?

Although this letter has been compiled by me, several other families have expressed to me similar concerns over the weekend and are interested in your response. I trust these issues will be addressed with urgency and that a reply will be forthcoming before this week has significantly progressed.

Kind regards,



David Hawkins

6.1 Financial Report

Commentary on May 2021 Financial Statements

1. Attached is the May 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 31 May 2021.
2. In summary the month's YTD surplus is \$220,996 (April \$187,403) against budgeted surplus of \$112,387.

Income and Expenditure Variances

3. Negative variances to budget worth noting are:

Income

Donations/Fundraising/Activities is down as with last month, 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.

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 Variances

4. Working capital has dropped from \$987,000 in April to \$888,498 in May. The drop is due to fixed asset purchases, the major ones being \$21,000 for 15 bikes for the PE faculty and \$49,000 for the new van.
5. **Staff banking.** This figure has dropped from last month's \$63,626 to \$44,863 due to the payroll adjustments we made last month. We believe the figure will be zero by early July.

6. 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. 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 was to meet with the MOE Regional Financial Advisor on Thursday 13 May to discuss this, however, this has been deferred until further notice.
2	Jan 2021	Prepare a Capital Projects template for seeking approval of Board, recording progress and	First draft sent to Richard and Lincoln 2nd February.

		concluding the project	
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	We are still waiting for 5YA funds to come back from MOE. They have however paid \$30,000 for the rekeying of the school which will be carried out Term 2 holidays.
5	Nov 2020	Migration to Xero	We have done some further tweaking to the chart of accounts but due to other work commitments we haven't made as much progress as we originally intended. Having said that we think the changeover can take place in July.

Denis Murphy
Business Manager

Pukekohe High School
Income and Expenditure Report
For the 5 months to 31 May 2021

	Actual May \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	Variance %
Income					
Government Grants	407,675	2,011,045	1,897,408	113,637	6
Investment income	461	5,632	11,250	(5,618)	(50)
Locally Raised funds		0			
Donations/Fundraising/Activities	7,104	75,571	119,161	(43,590)	(37)
International Students	1,565	31,941	24,373	7,568	31
Net Trading	(448)	(23,983)	(22,218)	(1,765)	(8)
	8,221	83,529	121,316	(37,787)	(31)
Total Income	416,357	2,100,206	2,029,974	70,232	3
Less expenses					
Learning Resources					
Curricula	48,836	304,425	313,265	(8,840)	(3)
Curricular Other	6,529	22,656	34,394	(11,738)	(34)
Extra Curricular	150	14,044	18,980	(4,936)	(26)
Staff Development	26,441	136,446	75,900	60,546	80
Staff Expenses	163,317	670,234	619,795	50,439	8
	245,273	1,147,805	1,062,334	85,471	8
Administration					
Audit/Accounting	1,188	6,243	5,938	305	5
BOT Expenses	4,261	5,900	12,706	(6,806)	(54)
Communication	(3,118)	1,892	8,550	(6,658)	(78)
General/Consumables/Legal	(15,455)	(16,230)	6,291	(22,521)	(358)
Risk Management	958	5,426	14,369	(8,943)	(62)
Staff expenses	50,209	243,668	227,856	15,812	7
	38,043	246,899	275,710	(28,811)	(10)
Property					
Caretaking/Cleaning	15,511	82,005	76,475	5,530	7
Consultancy and Contract services	849	6,090	4,750	1,340	28
Grounds	1,116	16,847	12,231	4,616	38
Heat, Light and Water	12,618	47,273	65,350	(18,077)	(28)
R&M/Cyclical Maintenance	21,335	88,102	90,360	(2,258)	(2)
Staff expenses	16,398	80,661	78,897	1,764	2
	67,827	320,978	328,063	(7,085)	(2)
Depreciation	31,174	161,769	242,917	(81,148)	(33)
Finance Costs	472	1,759	8,563	(6,804)	(79)
	31,646	163,528	251,480	(87,952)	(35)
				-	
Total Expenditure	382,789	1,879,210	1,917,587	(38,377)	(2)
				-	
Surplus/(Deficit)	33,568	220,996	112,387	108,609	97

Pukekohe High School

14 Jun 2021, 08:49:18 AM

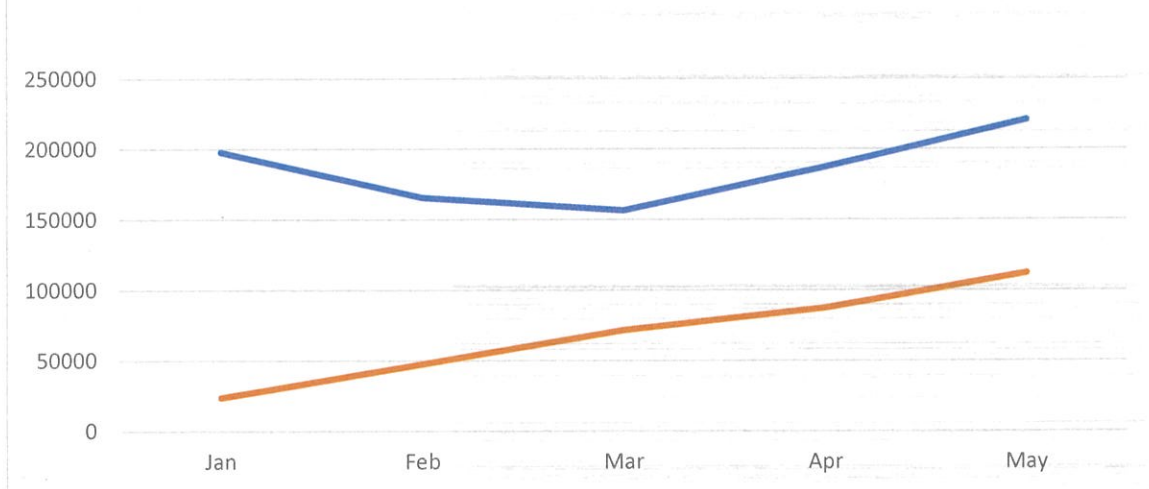
BALANCE SHEET REPORT
of Financial Position as at May 2021

LAST YEAR TO DATE		THIS YEAR TO DATE	BUDGET END OF YEAR	YEAR END LAST YEAR
	CURRENT ASSETS			
	BANK ACCOUNTS			
320,482	BANK Cheque A/c 00	403,956	151,073	485,831
100	Petty Cash	100	100	100
27,970	Bank ASB Intl 01	20,658	39,486	39,486
0	80000.04 International Students Tr	0	0	0
0	80002.00 Principal's Visa	0	0	0
1,683,120	80100-110 Term Investments	1,284,688	1,783,274	1,284,258
2,031,672		1,709,402	1,973,933	1,809,675
	RECEIVABLES			
102,932	Debtors Control	161,629	65,107	83,264
7,086	Sundry Debtors	726,010	0	726,010
0	Prepayments	0	7,839	7,839
110,018		887,639	72,946	817,113
	INVENTORY			
3,797	Stock	3,797	3,797	3,797
	less CURRENT LIABILITIES			
	ACCOUNTS PAYABLE			
154,481	Creditor's Control	251,103	48,855	237,619
5,064	Sundry Creditors	5,064	5,064	5,064
159,545		256,167	53,919	242,683
	ACCRUALS / OTHER LIABILITIES			
271,198	Salary & Other Accruals	781,168	111,632	812,688
7,532	Cyclical Maintenance - Current	99,896	70,515	70,515
22,757	Finance Lease - current	95,907	77,559	77,716
0	Prog. Maint External Paint - Curren	0	0	0
(29,460)	GST	(51,136)	17,737	(4,477)
(6,374)	Clearing Accounts	(368)	(721)	0
0	Suspense	0	0	0
265,653		925,467	276,722	956,442
	INCOME IN ADVANCE			
0	Income in Advance	(3)	0	24,957
306,636	MOE Grants in Advance	502,676	0	0
305,759	International Students Funds in Ad	155,775	273,550	272,334
5	Other Funds in Advance	(22)	0	(9)
0	Trust Accounts	0	0	0
71,266	Student Funds in Advance	43,158	48,932	49,232
683,666		701,584	322,482	346,514
	MOE PROPERTY FUNDING			
(58,196)	MOE 5 Year Property - Projects	(170,878)	298,952	98,551
1,094,819	Equals WORKING CAPITAL	888,498	1,098,601	986,395
	Add FIXED ASSETS			
1,851,840	Fixed Assets b/fwd at WDV	2,419,004	1,935,617	1,851,840
100,140	Add Fixed Assets purchased this ye	450,029	583,000	562,316
(183,483)	Less Depreciation - Current Year	(542,160)	(583,000)	(378,434)
1,768,497		2,326,873	1,935,617	2,035,722
	Less TERM LIABILITIES			
279,064	Cyclical Maintenance - Term	190,706	261,246	261,200
34,026	Finance Lease - Term	214,476	114,586	171,855
0	Prog. Maint External Paint - Term	0	0	0
313,090		405,182	375,832	433,055
2,550,226	TOTAL NET ASSETS	2,810,189	2,658,386	2,589,062
	REPRESENTED BY:			
2,132,947	ACCUMULATED FUNDS	2,499,915	2,557,223	2,132,947
0	Increase in Equity	89,080	0	89,080
417,274	Surplus (Deficit)	220,996	101,163	367,036
2,550,221	TOTAL EQUITY	2,809,991	2,658,386	2,589,063

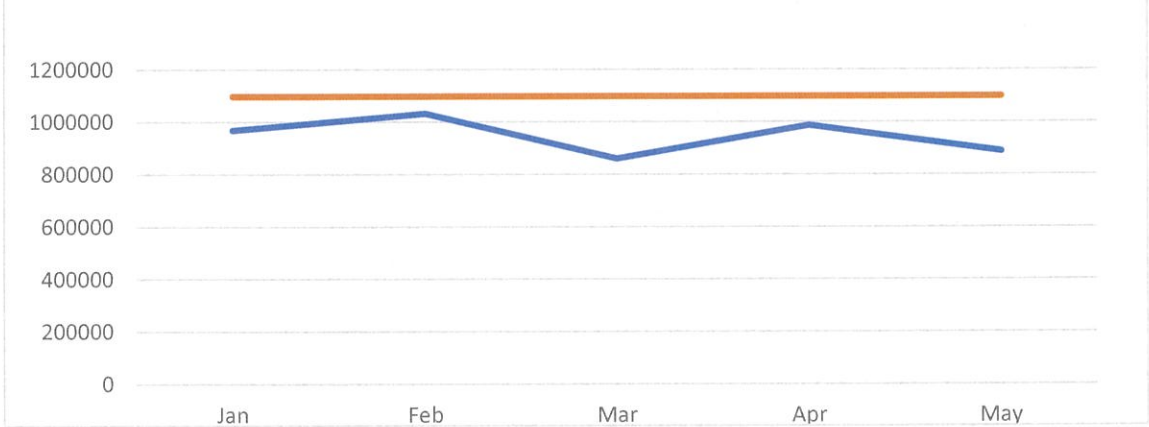
221,193

101,163

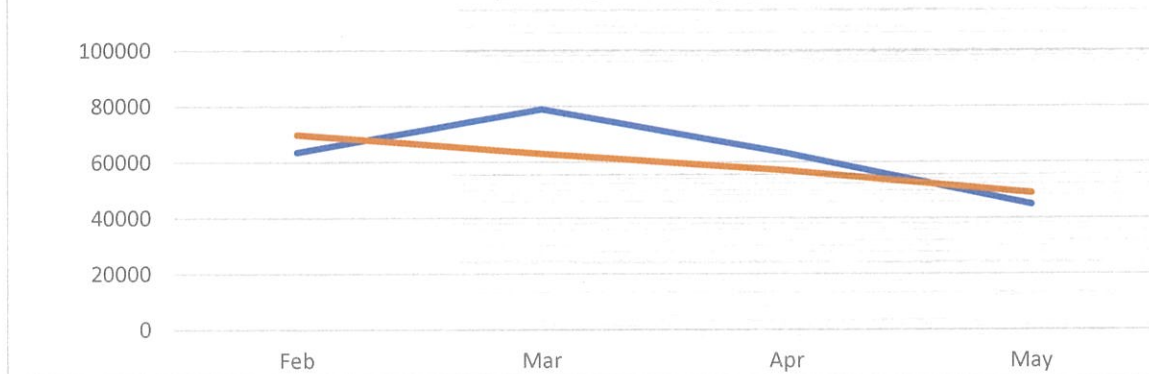
Surplus vs budget



Working Capital vs budget



Staff Banking vs budget



Blue =actual

Orange= budget

6.2 Principal's Report

NCEA Achievement data

Below is our first set of Year 11 - 13 NCEA achievement tracking data for 2021. By using the same format as last year we can compare and contrast with 2020.

The 8 June was one of our data collection points in 2020, so by tracking data every three weeks from here until the end of the year we have points to compare with 2020.

	Level 1 (%)	Level 2 (%)	Level 3 (%)
8 June 2020	65.7	72.7	54
8 June 2021	85.4	81.8	72.4

This suggests that we are significantly ahead in terms of achievement progress in 2021 when compared with last year.

It must be noted that last year Learning Recognition Credits were a buffer. In 2021 any student on track to achieve 90 credits or below is in danger of not achieving and will require close monitoring and support.

Managing National Assessment (MNA) report

The final version of the MNA report has been circulated to trustees. It represents a significant improvement on the 2018 review. Improvements in systems and processes have been led by Gerard Tindling (Principal's Nominee) and kaihautū (curriculum leaders).

Truancy

Waiki Taiapa has been appointed as PHS Truancy Officer beginning her position on 14 June. Her role includes:

1. Visibility at the front gate
2. Responsiveness to community phone calls regarding truancy
3. Liaising with SLT and Deans on specific cases
4. Contact with families of students with poor attendance
5. Response to internal or intermittent truancy

It is expected that the role will evolve during the remainder of this year. This is a positive initiative, and the senior team are grateful for the Board's strong support.

Uniform

We have prioritised students consistently wearing uniform since the May Board meeting. Despite this being a winter term, uniform has improved markedly over the last few weeks. This has been achieved by staff working together to tighten up on expectations. Conversations about uniform lead to conversations about attendance and punctuality and being out of lessons.

Staff culture

A draft harassment and bullying policy is out for consultation with staff based in part on a version provided by Shayne Mathieson, the consultant we are working with. This policy will be submitted to the Board in July for review and adoption.

Shayne is meeting with the SLT for the first training workshop on harassment and bullying on Thursday 8 July. We will then work with Shayne to develop a process for training and appointing a small contact group that staff can approach if they are concerned about bullying and harassment.

The PPTA are conducting a work environment survey of teachers at PHS before the end of term 2. We have met with the field officer and branch chairperson to discuss the survey. Once it is completed, I will receive a general report of the findings and will then work with the field officer and branch chairperson to address issues of concern. I will keep the board informed of what I expect to be a constructive and ongoing process.

Enrolments for 2022

The SLT have been visiting contributory primary schools to speak to Year 8 students about enrolment for 2022. The number of potential Year 9 enrolments for next year is conservatively put at 450 (at the same time last year the figure was 380).

Our current Year 9 roll is 426 so our eventual Year 9 roll in 2022 could be more than 450. This will put considerable strain on learning spaces as the new 10-teaching space block will not be completed until the beginning of 2023.

I have approached the Ministry regarding the shortage of teaching spaces for next year.

The Open Evening held on Wednesday 16 June was a successful and well-attended event. The theme of the principal's address was 'Learning without Limits'.

Centenary update

Registrations will be opened within the next few weeks.

There is a magazine subcommittee which also includes students who are busy researching and writing the content for a 100 - 120-page book.

The programme for the weekend is as follows:

Friday

- Poowhiri 1pm outside Te Hikoi
- Registration pickup from 2pm
- Meet and greet evening in school hall and Marques 5 - 9pm

Saturday

- Registration pickup from 9am
- Whakatau 9:45am
- 10am – Formal commemoration ceremony – speeches, cake cutting.
- Rest of day to 3pm – Open day of school with displays in faculty areas, archive displays, sports fixtures, music, cultural items, photos of participants in decades.

Saturday evening – 3 events

- RSA – 5 - 9pm – aimed at older age group and lower cost event
- Pukekohe Cosmopolitan Club – 8pm - midnight – Social event with DJ, some school quizzes, possible magician, and supper.
- Pukekohe Indian Hall – formal dinner and dance 7pm - 11:30pm

Sunday

- Centenary closing service - multi-denominational service 9am
- Breakfast 10am
- Closing of the whole weekend – Poroporoaki at about 11:30am

Request to the Board

The Centenary Committee seeks sponsorship from local businesses, to mark the events during Labour Weekend outlined above. This could include naming rights to the marquees, signage on the day, and mention of businesses at events. The committee wishes to raise \$20,000 and seeks BOT approval to commence this process.

Resolution:

That the Pukekohe High School Board of Trustees supports the Centenary Committee seeking sponsorship for the events to mark the centenary events during Labour Weekend.

Staff resignations at the end of Term 2

The following staff have confirmed they are resigning with effect from the end of this term – we are currently in the process of appointing to these roles. Two of these are important middle leadership positions.

- Elise James – English
- Lynne Green – Learning Support Coordinator
- Peter McGregor – Kaihautū Mathematics
- Shelly Boyes – Kaihautū Vocational Education

We thank each of these staff for their service and contribution to the school and wish them well in their future careers.

House names

The senior leadership team are currently investigating the history and values associated with the school house names. This is in response to queries about them raised from both the Pasifika Fono survey, and the Whānau Āwhina rōpu. This is part of a wider project to reinvigorate school and house spirit.

Dates

- Thursday 24 June – Senior parent-teacher meetings, 2.30pm – 6.00pm
- Wednesday 30 June – Whānau Āwhina rōpū, 6pm
- Saturday 3 July Generation Day – 100 years of Rugby at PHS
- Friday 9 July – end of term 2

6.3 Property, Health and Safety Report

1. **SIP- volleyball/basketball courts.** One of the backboards on the basketball hoops has been smashed already. An investigation has been carried out as to the culprit and the glass backboard is being removed until further notice as more glass could fall if it is hit again.
2. **John St gate.** We are working through continuing issues on this gate due to student behaviour. The two pedestrian gates have been chained up to prevent attempts to get out by vandalizing them.
3. **Boiler replacement.** The small boiler attached to the Science block has been replaced and it is working well.
4. **New van.** We purchased a new van LDV van and it is a big hit with staff who have used it. Andrew Hargreaves our chief caretaker has been giving new users a lesson in its use before they get the keys. We will order another van for the new year subject to BOT approval of it in the 2022 capex budget.
5. **Rekeying of the school.** We have just received \$30,000 from MOE to rekey the school due to issues with many of the old locks and keys not fitting or keys being lost. The MOE will pay for one complete rekey of any school but any further rekeying requests would be at Board cost. We will get the job done in the Term 2 holidays.
We did investigate the swipe option for rekeying the school's 210 doors but the quote was \$260,000! The MOE will pay up to \$50,000 only for rekeying.
6. **Gym Painting.** The gyms were due to be painted next year as part of our 10 year cyclical maintenance plan but we are bringing them forward to this year and deferring some other jobs as the gyms are really in need of some TLC. The \$40,000 job will also be done in the Term 2 holidays.
7. **Music block.** Our music department is bulging at the seams and Department Head Simon Schofield has written the attached memo explaining that we need up to 6 individual practice rooms to be able to deliver the curriculum properly. We checked with the MOE who have agreed with us using portable cabins in the first instance. It is a much cheaper option than relocatable classrooms and much easier to move around.

We are seeking a quote for the removal of the canopy in the staff carpark which was constructed many years ago as a rain cover for students lining up at the tuck shop which was there at the time. A few cabins could be put in that area which of course is right next to the music dept. However, the cabins can still be delivered and placed under the canopy if its removal is too expensive.

We would like to purchase three single units in the first instance. Total cost after delivery and power hook up will be around \$50,000. Delivery time is up to four months. **As this is an unbudgeted capital expenditure item, we are seeking Board approval for this purchase please.**

Denis Murphy
Business manager

Music Facilities at Pukekohe High School.

19th May 2021

The current facilities at this school no longer meet the needs of our students or staff. The lack of space is directly affecting the progress and success of our music students here.

We have only two music practice rooms available for our itinerant teachers and music students. With 42 hours of itinerant lessons given each week, there is little capacity for music students to access these facilities to work on their solo performances, group performances or compositions. Our senior (yr11-13) students are not able to make forward progress as they have nowhere to practice and be mentored by the music staff within timetabled lessons.

Our year 9 and 10 students are frequently to be found sitting outside on the walls or benches around the music department trying to learn the guitar or working in small groups on compositions. If it is raining or cold, they all have to work in B5 – imagine trying to learn and play a guitar song in a room of 30+ other students all playing too. The band class students playing outside has been met with serious concerns, disapproval and noise complaints from teachers being disrupted in the vicinity of our rooms.

Music staff have stated that in recent years they have not been assessing the year 9 band class students for solo performance. There is no means to separate the individual instrument sections into their own space so that the students can work and learn together. At times, we have assessed solo performance but have relied on the students working at home to practice. This presents obvious equity issues as playing at home is near impossible for some students. Students cannot make proper use of the instruments or music equipment we have provided for them.

“...a chronic lack of facilities and space meant that some of our staff did not even attempt some assessments within the lower school in 2020. The lack of practice rooms for students to use in preparation for Solo Performance, Composition and Ensemble Performance is having a direct effect on their progress and attainment.” – from the music department Inquiry for Equitable Outcomes 2021.

We urgently need at least six garage sized practice rooms in the near vicinity of the music block. Failure to act now will continue to ignore the real and current need of our students and perpetuate the lack of access to the curriculum for our students.

Simon Schofield
Head of Music

HEALTH & SAFETY

8. The H&S committee has received a couple of hazard notices from staff concerning threatening/physical intimidation against staff by students. These were dealt with by SLT. One of the incidents is already well known to the BOT.

Denis Murphy
Business Manager

6.4 Student Representative Report

Pride week celebrations at school have received a variety of different responses and feelings. Most of the school population either supports or is apathetic towards the celebrations, however there is a group of students that are not comfortable and have expressed a concern in the proceedings of this week. They (as well as their parents) have mostly taken comfort in the fact that it was all optional and it was not mandatory to go to the assemblies and take part in the mufti day.

Happy Hoods is, at the time of writing, seeking permission to set up a stall at the Open Day to advertise their product to prospective students. They are meeting with Mr Barnett on Wednesday 15th June with a representative of SAS, to finalise when to put it on the website and how to ensure that only Year 12s and 13s have access to them. The agreed finalised design is a plain black hoodie with the interior of the hoodie being the colour of the individual's house, as well as the drawstrings. It is also going to have the school older school logo and the SAS logo. They decided against adding a cultural design because they felt they would not be able to do a fair representation of all the cultures present in the school.

Celeste Nyatsanza

6.5 Staff Representative Report

7.1 Disposal of Land

I have had initial and informal conversations about disposal of some school land that the school is not currently utilising for the benefit of students. In particular, the land adjacent to Glasgow Road is a valuable asset and indications are that there would be interest were this to become available for purchase.

The Glasgow Road land is not the only asset that could be disposed of but is the main one. The playing fields that are used by the school and the community would not be affected at all.

A small section of the land adjacent to Glasgow Road was used in 2019 and 2020 to construct two small houses in a project with a local builder but this has now finished. The grass has to be mown at the school's cost.

I understand the process of the disposing of land could take approximately two years to go through all the channels and processes in the Ministry.

The school would gain 100% of the sale if the funds were allocated to 5YA school property projects.

With the collapse of the international student market the school needs to seek other income streams and it would seem sensible to carry out further investigation of the benefits of either selling (disposing in MOE terms) or leasing this land.

This report therefore seeks the Board's support to investigate options more formally with the Ministry of Education and local businesses and bring a detailed report to a future meeting before any decisions are finalised.

Resolution

That the Pukekohe High School Board of Trustees supports the principal to investigate options for the disposal or leasing of some school land through the Ministry of Education and local businesses, and tables a detailed report at a future Board meeting.

Richard Barnett
Principal

7.1 PHS Policy Review

The following policies have been tabled for discussion and endorsement by the Board:

- Appointments
- Attendance
- Conflict of Interest

For approval and adoption by the Board:

- Personnel – tabled in March
- Uniform Policy – tabled in April, updated
- Creative Commons – tabled in May

Simon Williams



Appointments Policy

Policy to support NAG 3 Personnel

Outcome statement

The appointment of all staff will be conducted using a fair and professional process. This will ensure that the best person is selected for the position advertised, that all legal requirements are met and the best interests of the school are served.

Scoping

A fair and transparent process will be used for the appointment of all staff paid by the school.

Delegations

The Board delegates the appointment of teaching and support staff to the Principal. It is expected that an appointments group from within the Leadership Team will give support to each appointment process. Additional staff may be involved by the Principal as is relevant. The Board of Trustees involved in the appointment process for any members of the Senior Leadership team (Deputy Principals, Business Manager)

Expectations and limitations

- It is the responsibility of all Board of Trustee members to be familiar with the appointment procedures and to abide by them.
- All appointments will be made in accordance with relevant awards, current legislation and regulations.
- All permanent teaching positions will be advertised nationally. Long term and fixed term relieving positions will be advertised if required.
- All permanent and long term teaching positions will be filled by New Zealand certificated or provisionally registered teachers. All relieving teachers will be registered with Educanz.
- Support staff positions will be advertised locally except where internal appointments of existing staff can be made.
- We have a commitment to child protection by including comprehensive screening procedures as required by the Vulnerable Children Act 2014. This includes:
 - That all appointments (permanent and fixed term) to positions that have direct or indirect contact with students at our school, will be conditional on a safety check.
 - For teaching staff this will include the vetting process as carried out through the Teaching Council process. Teaching staff will need to provide evidence of their registration status and other documentation evidence including photographic identification eg a current Driver's Licence or Passport. This applies to casual relieving staff.
- Support staff will require a Police Vet, obtained by the school, as a condition of employment before employment can commence, and will also need to provide photographic identification.
- It is also expected that safety checks will include verification of qualifications where relevant, personal reference/character check, and a structured interview process which will include an assessment of attitudes towards children and child safety.
- Each new employee shall be given a letter of offer and appointment which sets out the terms and conditions of employment, and is conditional on a satisfactory safety check.
- The appointment process for unit holders is to be followed as outlined in the Personnel policy.
- Responsibility for the appointment process of Principal is to be undertaken by the Board of Trustees and/or their appointed consultant.
- The use of operational grant funding for the employment of teaching staff over entitlement level, requires Board approval as part of the budget and school organisation process.

- The Board of Trustees will not consider any requests to cash-up annual holidays under the provisions of the Holidays Act 2003.
- The Board has agreed that trial periods of employment under the provisions of the State Sector Act will not be part of appointments policy practice unless specifically approved by the Board of Trustees and noted as being operative in the letter of offer to an applicant.

Procedures/supporting documentation

Staff appointment process

Police vetting forms

Monitoring

- SUE Reports

Legislative compliance

- Children's Act 2014
- State Sector Act 1988
- Education Act 1989
- Employment Relations Act 2000
- Local Government Official Information and Meetings Act 1987
- Privacy Act 1993
- [Relevant Collective Agreements](#)

Reviewed: *June 2021*

Next review: *June 2023*



Attendance Policy

Policy to support NAG 7 Legislation

Outcome statement

Regular and prompt attendance at school is a major component of students achieving success at school. Pukekohe High School will foster strong relationships with a range of agencies in order to support whānau to achieve regular attendance.

Scoping

The Education and Training Act 2020 requires that all children six years old and over must attend school. Once enrolled, it is compulsory for children to attend school regularly.

Delegations

Schools (boards, principals, and individual teachers), along with parents and whānau, are responsible for making sure students attend school regularly. Under sections 36, 48, 49 and 242 of the Education and Training Act 2020, every school board must take all reasonable steps to make sure students attend school when it's open for instruction.

Expectations and limitations

Pukekohe High School encourages students to participate fully in school life. Students are expected to attend school when school is open for instruction, and to be on time for classes. This policy applies for off-site activities as well, such as EOTC activities.

If a student has started school and if issues emerge that full time attendance is difficult, then a transition plan may be also put in place with agreement from all parties. The student will then be required to attend school in accordance with that plan.

Pukekohe High School will monitor the daily attendance of students to:

- ensure their safety both in getting to school, and in accounting for them in an emergency
- identify students with achievement, engagement, or other issues
- meet our legal responsibilities.

Parents and guardians also have legal obligations to ensure their children attend school. The school expects parents to:

- notify the school if their child is going to be absent by phone, text, or email by 9.15 am
- try to arrange appointments etc. outside school hours or in holidays
- work with the school to manage any attendance issues.

Absences are usually unjustified unless the student is too sick to attend school, or has suffered a bereavement. Sometimes a student might be out of class but should still be marked present, such as when attending a medical appointment.

Unacceptable levels of absence Attendance will be monitored through the use of the student management system (Kamar), with parents notified of absences and/or patterns of absences. Patterns of poor attendance (below 90%) or broken attendance will be communicated with whānau. The support of outside agencies or the the Attendance Service will be sought if any improvement in attendance is required.

A history of consistent attendance may be require for students to represent or be part of additional school activities such as sports teams, performance groups and the senior ball.

Procedures/supporting documentation

Attendance procedures and codes

Monitoring

Board reporting - attendance patterns and trends

Legislative compliance

[Education and Training Act 2021](#)

Reviewed: <i>June 2021</i>	Next review: <i>June 2023</i>
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Conflicts of Interest Policy

Policy to support NAG 4 - Property & Financial

Outcome statement

The Board and staff effectively manage actual, potential and perceived conflicts of interest ensuring the integrity of school decisions and reputation of Board and staff members is maintained. Open and transparent declarations of interests protect the integrity of the college's decisionmaking process, and the reputations of all Board and staff members.

Scoping

This policy applies to all employees, staff and contractors to Pukekohe High School. All aspects of a conflict of interest will be considered - potential, perceived or actual. A conflict of interest occurs when an individual's personal interests – family, friendships, financial, or social factors, could compromise his or her judgment, decisions, or actions within the workplace.

Delegations

The Board and Principal will ensure all contractors, staff and Board members are aware of their responsibilities to declare all forms of conflicts of interest. All parties will be responsible for ensuring that clear and robust systems are in place.

Expectations and limitations

If an employee, contractor or Board member engage in any activity which:

- i. Adversely affects, or may adversely affect, their ability to carry out their responsibilities to Pukekohe High School; or
- ii. They, or any member of their immediate family, have a pecuniary or non-pecuniary interest in business, or transaction, involved with the school;

Then, there is a potential, perceived or actual conflict of interest requiring disclosing and managing.

Four options will be used for managing actual, potential and perceived conflicts of interest:

- **Restricted** involvement in the process
- **Recruit** an independent third party to oversee part or all of the process.
- **Remove** yourself from the process
- **Relinquish** your private interest that causes the conflict

Trustees

If a Trustee could have, or could be perceived to have, a conflict of interest in relation to an agenda item, they must declare such conflict or potential conflict at the start of the meeting.

The Board will minute each declaration and the Trustee shall not take part in any debate or decision making for that issue.

Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the Board discusses, considers, considers anything relating to or decides on the matter.

Any trustee who is a member of the Board's staff must be excluded from any meeting while the Board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them.

Any trustee who is a student enrolled at the college must be excluded from any meeting while the Board discusses, considers anything relating to or decides on any matter relating to them as an individual student.

In the course of Board meetings, Board members will disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the

disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Employees

An employee with a potential, perceived or actual conflict must disclose it to their team leader / and or Principal as soon as it arises or becomes apparent. Disclosures by employees will be recorded in the minutes of the meeting, with the team leader to making a decision if the employee is to be excluded from aspects or decisions during the meeting.

Employees are required to seek the approval from the Principal before engaging in business activities, including alternative and/or secondary employment, if they might potentially conflict with the interests of the employer or the performance of the employee's role. The prime business loyalty of each employee is to Pukekohe High School.

Employees, contractors and volunteers must maintain an appropriate level of public political neutrality required to enable Pukekohe High to protect its reputation and work with current and future stakeholders.

No employee, contractor or board members shall approve at anytime any invoices that relate to services that they have provided directly or indirectly to the school.

Personal Conflicts of Interest

Transparency, professionalism and caution will be exercised when issues of personal conflicts of interest arise. Personal conflicts of interest within the school setting may be in relation to situations such as; student class placement, the awarding of scholarships / leadership roles, etc. The existence of the incentive or a perception of bias is sufficient to create a perceived conflict of interest. Whether or not the individual concerned would actually act on this incentive is irrelevant. In instances where perceived or actual conflict interest arises, a decision will be made by a team leader or Principal to reduce the existence of this conflict by adding other decision makers to the discussion, restrict or remove the decision from the staff member with the conflict of interest.

Employees and volunteers from time to time may accept personal gifts, services and hospitality in their capacity as staff members. Caution of a perceived conflict of interest should be taken, where gifts, free services, discounts, or any other gains from suppliers, contractors or clients are received.

Procedures/supporting documentation

Monitoring

- Conflict of interest is a standing agenda item to be asked of all trustees at each meeting.
- List of conflicts of interest are to be part of the minutes and to be updated annually.

Legislative compliance

- Education and Training Act 2020

Reviewed: *June 2021*

Next review: *June 2023*



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 to resolve.
2. If the dispute is still not resolved, the documentation should be presented to the Board Chair to resolve.
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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Personnel Policy

Policy to support NAG 3 Personnel

Outcome statement

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

Scoping

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

Delegations

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

Expectations and limitations

The principal must ensure:

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

Procedures/supporting documentation

Staff leave form

Staff leave procedure

Staff performance review

Professional development

Storage of confidential information

Monitoring

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

Legislative compliance

State Sector Act 1988 Employment

Relations Act 2000 Privacy Act

1993

Health and Safety at Work Act 2015

Collective employment agreements

Reviewed: 2021	Next review: 2024
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Policy – Uniform

Policy to support NAG 7 Legislation

Outcome statement

Having a uniformed school helps to identify us as Pukekohe High School and continues to foster a sense of belonging and pride.

Scoping

The Board of Trustees has approved a compulsory school uniform. The Board believes that a school uniform gives a sense of identity. It also wishes to enable students who attend Pukekohe High School to be easily identifiable, which can be a safety issue when travelling to and from school and on school trips.

Delegations

The principal and staff are delegated with the day-to-day responsibility for ensuring that the expectations of this policy are delivered.

Expectations and limitations

- Students are expected to wear correct school uniform at school, when travelling to and from school, at official school events and on official school trips as appropriate. All uniform items should be clean and tidy and worn correctly at all times. All uniform items must be clearly named. If, for a valid reason, a student is unable to wear correct uniform they need a note from home.
- The uniform is worn all year round; there is no summer or winter uniform. Students wear the parts of the uniform they need depending on the weather and how cold they are.
- Parents will be informed of our uniform policy on enrolment with a copy of the uniform expectations listed in the enrolment pack.
- The school uniform shall consist of the following items;

Uniform (All years):

• School jersey or fleece	• School branded shirt, shorts, skirt or trousers	• School jacket	• Plain black shoes (including black sole and laces)
• Black or brown sandals with a heel strap – no socks to be worn with sandals	• School cap, bucket hat or beanie	• Black socks	• School tie

Physical Education

- There must be a change of clothing from normal school uniform. Any clean, non-offensive shirt and shorts are permissible.

Other Uniform Options:

- Students may wear the full range of either standard or senior uniform from Year 11.
- Year 13 will have the option of wearing their leavers apparel as part of their uniform.
- Students who acquire other Pukekohe High School uniform items through participation in sports, music or other cultural events are allowed to wear these items as a part of their school uniform.
- Only school branded skirts may be worn at an appropriate length.
- The only items of jewellery recommended are sleepers or plain studs, a watch, a culturally significant item such as a taonga worn around the neck. Allowed jewellery should be removed when necessary for health and safety reasons (such as during Physical Education). Other body piercings (e.g. nose, eyebrow) must be free of jewellery during the school day.
- Hair may be required to be tied back due to health & safety requirements.

- The SAS group is the approved supplier of all Pukekohe High School uniform.
- Consistent non-compliance with the uniform policy will be resolved on a case by case basis by the senior management team.
- Staff have discretion to ask any student to remove items that are not part of the uniform including necklaces and ear-rings if they interfere with learning or are potentially dangerous.
- No consequence of non-compliance with this policy will adversely affect a student's education in any way.

Procedures/supporting documentation

Monitoring

Legislative compliance

Commerce Commission - supply of school uniform

https://comcom.govt.nz/data/assets/pdf_file/0027/117549/School-uniforms-and-supplies-Fact-sheet-February-2019.pdf

Reviewed: <i>April 2021</i>	Next review: <i>April 2024</i>
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