



# AGENDA

## NOTICE OF MEETING 2021

**A meeting of the Pukekohe High School Board of Trustees  
will be held at 6 pm, 16 August 2021 in the Staffroom**

### OPEN MEETING

#### Welcome from Chair and Karakia

1. **Apologies** **2 min**
2. **Declaration of Conflict of Interest** **2 min**
3. **Confirmation of Previous Minutes** **3 min**

Minutes of the Pukekohe High School Board of Trustees dated 21 July 2021 have been circulated to all Trustees
4. **Correspondence**

Nil
5. **Extraordinary Business**

Nil
6. **Standing Items** **20 min**
  - 6.1 Financial Report
  - 6.2 Principal's Report
  - 6.3 Property, Health and Safety Report
  - 6.4 Student Representative Report
  - 6.5 Staff Representative Report
7. **Items for Decision** **20 min**
  - 7.1 **PHS Policy Review**

Simon Williams

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

    - Anti-Bully & Harassment Policy

## **7.2 Finance Subcommittee Recommendation**

Lincoln Sharp

### **Resolution:**

- *“That the Finance Subcommittee be activated in response to tasked projects by the Board and leave regular reporting to the finance function of the Business Manager of the School with oversight by the Chair of the Finance Subcommittee.”*
- *“That Lincoln Sharp be confirmed as Chair of the Finance Subcommittee, and members to be nominated for appointment.”*
- *“That the Finance Subcommittee invite recommendations from the Board Members as to project’s they believe appropriate for consideration.”*

## **7.3 Principals Performance Agreement Report**

Ben Stallworthy

### **Resolution:**

- *“That the Pukekohe High School Board of Trustees engages the Education Group to facilitate the principal’s 2021-22 performance agreement and appraisal.”*

## **8. Items for Information**

**10 min**

### **8.1 Staff Culture Report**

## **9. Meeting Closes approx.**

**7.00pm**

**Next Meeting: Monday 20<sup>th</sup> September 2021**

6.1

## Commentary on July 2021 Financial Statements

1. Attached is the July 2021 income & expenditure statement, balance sheet and 2 graphs showing surplus vs budget and working capital vs budget.
2. We incurred a small loss of \$19,704 (June \$232,690) and now have a YTD loss of \$30,872 (June \$11,482) against budgeted surplus of \$69,630.

### 3. Income and Expenditure Variances

Negative variances to budget worth noting are:

#### Income

- Our 1 July Ops Grant instalment is \$18k per month down on previous instalments due to the drop in STP (Secondary Tertiary Program) student numbers.
- Investment income is down again by due to lower than anticipated interest rates.
- While we budgeted for no donations this year our budget for Other Activities was much higher than 2020 levels which we reduced from 2019 due to Covid. This year we set a budget based on 2019 levels plus.
- However a big part of Activities is our Sports Dept income. We anticipated that all sports would return to normal but income is much lower than expected. We are therefore undertaking a review of their fee billing/collection system.

#### Expenditure

##### Learning Resources

- Total expenditure for the month of July was \$383,277 against budget of \$382,122 even though Staffing costs and Strategic Development costs are much higher than budget.
- Staff development is over budget by \$76,390 due to ongoing legal costs for the various HR issues we have, one in particular.
- Staff expenses show a YTD overrun of \$200,033 (June \$174,039). As mentioned hard for the school to achieve a surplus this year.

#### Summary

Total expenditure for the month was slightly higher than budget so basically the shortfall in income for the month has led to a \$19,704 loss for July. That added to last month's YTD loss of \$11,482 leaves us a YTD deficit of \$30,872.

### 4. Staff banking

Now sits at \$993 in our favour. We are trying to keep the figure as close to zero as possible and should be able to do that for the rest of the year.

### 5. Balance Sheet Variances

One positive to note is that Working Capital rose to \$664,184 in July from the June figure of \$618,357 mainly due to reduced spending on fixed assets this month.

### 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 am meeting with the MOE Regional Financial Advisor on Thursday 13 May to discuss this.
2	Jan 2021	Prepare a Capital Projects template for seeking approval of Board, recording progress and concluding the project	First draft sent to Richard and Lincoln 2nd February.
3	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	The last of the 5YA projects are being closed off -fire alarm upgrade and the climbing wall.
5	Nov 2020	Migration to Xero	We are making headway with this now. The new chart of accounts is now in the Xero system and we are inputting the 30 June balances this week. We have done a major culling job on the fixed asset schedule and that is nearly ready to for transfer from MUSAC to Xero this week too.

**Pukekohe High School**  
**Income and Expenditure Report**  
**For the 7 months to 31 July 2021**

	Actual Jul \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	% Variance
<b>Income</b>					
Government Grants	361,050	2,758,628	2,656,371	102,257	4
Investment income	50	5,742	15,750	(10,008)	(64)
Locally Raised funds		0	-		
Donations/Fundraising/Activities	573	77,912	166,825	(88,913)	(53)
International Students	1,869	35,665	34,122	1,543	5
Net Trading	31	(23,952)	(31,105)	7,153	23
	2,473	89,625	169,842	(80,217)	(47)
<b>Total Income</b>	<b>363,573</b>	<b>2,853,995</b>	<b>2,841,963</b>	<b>12,032</b>	<b>0.4</b>
<b>Less expenses</b>					
<b>Learning Resources</b>					
Curricula	32,365	433,040	438,570	(5,530)	-1
Curricular Other	4,586	32,682	48,151	(15,469)	-32
Extra Curricular	887	15,516	21,630	(6,114)	-28
Staff Development	23,016	182,659	106,260	76,399	72
Staff Expenses	149,954	1,129,725	929,692	200,033	22
	210,808	1,793,622	1,544,303	249,319	16
<b>Administration</b>					
Audit/Accounting	1,188	8,753	8,313	440	5
BOT Expenses	7,133	16,061	17,789	(1,728)	(10)
Communication	1,414	4,679	11,970	(7,291)	(61)
General/Consumables/Legal	(762)	(18,242)	8,808	(27,050)	(300)
Risk Management	1,366	7,698	20,116	(12,418)	(61)
Staff expenses	48,439	373,367	341,784	31,583	9
	58,778	392,316	408,780	(16,464)	(4)
<b>Property</b>					
Caretaking/Cleaning	31,224	119,428	107,065	12,363	12
Consultancy and Contract services	3,090	10,306	6,650	3,656	55
Grounds	3,290	22,891	17,124	5,767	34
Heat, Light and Water	17,231	79,015	91,490	(12,475)	(14)
R&M/Cyclical Maintenance	9,372	115,613	126,505	(10,892)	(9)
Staff expenses	16,544	122,119	118,345	3,774	3
	80,751	469,372	467,179	2,193	0.5
<b>Depreciation</b>	32,765	227,299	340,083	(112,784)	(33)
<b>Finance Costs</b>	175	2,258	11,988	(9,730)	(81)
<b>Gain/loss on Sale of Fixed Assets</b>	0	-	-	-	
	32,940	229,557	352,071	(122,514)	(35)
<b>Total Expenditure</b>	<b>383,277</b>	<b>2,884,867</b>	<b>2,772,333</b>	<b>112,534</b>	<b>4</b>
				-	
<b>Surplus/(Deficit)</b>	<b>(19,704)</b>	<b>(30,872)</b>	<b>69,630</b>	<b>(100,502)</b>	<b>(144)</b>

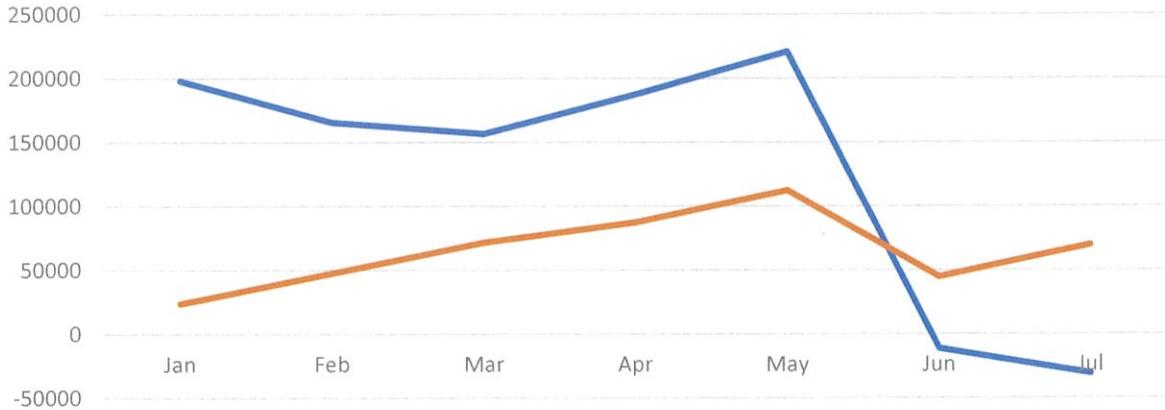
## Pukekohe High School

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

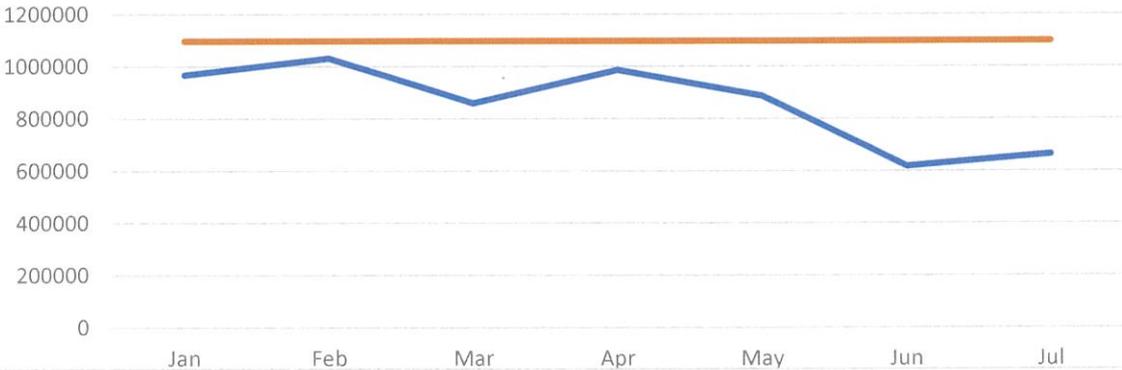
LAST YEAR TO DATE		THIS YEAR TO DATE	BUDGET END OF YEAR	YEAR END LAST YEAR
	<b>CURRENT ASSETS</b>			
	<b>BANK ACCOUNTS</b>			
920,851	BANK Cheque A/c 00	974,353	151,073	485,831
100	Petty Cash	100	100	100
50,681	Bank ASB Intl 01	26,120	39,486	39,486
0	80000.04 International Students Tr	0	0	0
0	80002.00 Principal's Visa	0	0	0
1,283,274	80100-110 Term Investments	784,688	1,783,274	1,284,258
2,254,906		1,785,261	1,973,933	1,809,675
	<b>RECEIVABLES</b>			
84,967	Debtors Control	87,129	65,107	83,264
0	Sundry Debtors	0	0	726,010
0	Prepayments	0	7,839	7,839
84,967		87,129	72,946	817,113
	<b>INVENTORY</b>			
3,797	Stock	3,797	3,797	3,797
	<b>less CURRENT LIABILITIES</b>			
	<b>ACCOUNTS PAYABLE</b>			
95,432	Creditor's Control	112,512	48,855	237,619
5,064	Sundry Creditors	5,064	5,064	5,064
100,496		117,576	53,919	242,683
	<b>ACCRUALS / OTHER LIABILITIES</b>			
117,930	Salary & Other Accruals	(365)	111,632	812,688
16,209	Cyclical Maintenance - Current	111,649	70,515	70,515
13,392	Finance Lease - current	94,071	77,559	77,716
0	Prog. Maint External Paint - Curren	0	0	0
119,585	GST	122,205	17,737	(4,477)
0	Clearing Accounts	(368)	(721)	0
0	Suspense	0	0	0
267,116		327,192	276,722	956,442
	<b>INCOME IN ADVANCE</b>			
0	Income in Advance	(3)	0	24,957
729,149	MOE Grants in Advance	753,617	0	0
229,647	International Students Funds in Ad	109,897	273,550	272,334
3	Other Funds in Advance	(22)	0	(9)
0	Trust Accounts	0	0	0
69,369	Student Funds in Advance	42,610	48,932	49,232
1,028,168		906,099	322,482	346,514
	<b>MOE PROPERTY FUNDING</b>			
(89,383)	MOE 5 Year Property - Projects	(138,864)	298,952	98,551
1,037,273	<b>Equals WORKING CAPITAL</b>	664,184	1,098,601	986,395
	<b>Add FIXED ASSETS</b>			
1,851,840	Fixed Assets b/fwd at WDV	2,419,004	1,935,617	1,851,840
121,464	Add Fixed Assets purchased this ye	546,311	583,000	562,316
(254,317)	Less Depreciation - Current Year	(607,690)	(583,000)	(378,434)
1,718,987		2,357,625	1,935,617	2,035,722
	<b>Less TERM LIABILITIES</b>			
279,064	Cyclical Maintenance - Term	190,706	261,246	261,200
25,531	Finance Lease - Term	202,073	114,586	171,855
0	Prog. Maint External Paint - Term	0	0	0
304,595		392,779	375,832	433,055
2,451,665	<b>TOTAL NET ASSETS</b>	2,629,030	2,658,386	2,589,062
	<b>REPRESENTED BY:</b>			
2,132,947	ACCUMULATED FUNDS	2,499,915	2,557,223	2,132,947
0	Increase in Equity	159,353	0	89,080
247,887	Surplus (Deficit)	(30,872)	101,163	367,036
			(30,238)	101,163
2,380,834	<b>TOTAL EQUITY</b>	2,628,396	2,658,386	2,589,063

### Surplus vs budget



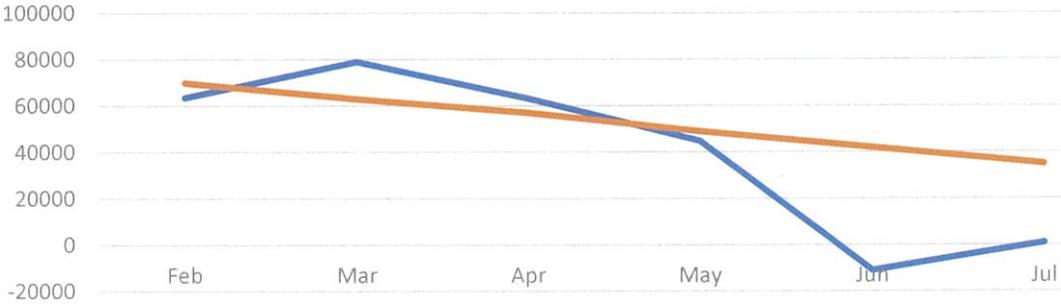
blue=actual                      orange=budget

### Working Capital vs budget



blue=actual                      orange=budget

### Staff Banking vs budget



Blue =actual                      Orange= budget

## 6.2 Principal's report

### 1 NCEA achievement data

Overall NCEA predicted achievement data as of 20 July is as follows:

	8 June %	29 June %	20 July %
Level 1	85.4%	85.6%	84%
Level 2	81.8%	82.2%	84.2%
Level 3	72.4%	74.6%	78%

For Māori students the results to 20 July were:

	8 June % (number)	29 June % (number)	20 July % (number)
Level 1	73.3% (63/86)	72.1% (62/86)	70.2% (59/84)
Level 2	77.1% (54/70)	75% (54/72)	81% (51/63)
Level 3	74.1% (40/54)	78% (39/50)	81.3% (39/48)

For Pasifika students the results to 20 July were:

	8 June % (number)	29 June % (number)	20 July % (number)
Level 1	75.9% (22/29)	72.4% (21/29)	64.3% (18/28)
Level 2	56% (14/25)	58.3% (14/24)	58.3% (14/24)
Level 3	64.3% (18/28)	63.3% (19/30)	64.3% (18/28)

### 2 Angitu strategy (success)

We have identified students based on overall achievement data at each level of NCEA as follows:

- Year 11: 70 - 90% (73 students)
- Year 12: 75 - 95% (67 students)
- Year 13: 60 - 80% (55 students)

We will filter the group further in a similar way to last year, by asking classroom teachers to identify whether the students are on track or not and how they might adapt their programmes this term to improve their achievement outcomes.

We are also planning targeted workshops for our Angitu learners. For example, we are currently planning 2 x half day workshops for Year 12 students needing Level 1 Literacy and/ or Numeracy (in Week 7).

The aim of the Angitu strategy is to work with these individual students and raise overall achievement rates for each level of NCEA.

### **3 Attendance data**

Overall school attendance for week 1 of term 3 was:

- 83.2% Half Day
- 77.8% Period by Period
- **5.4% the difference**

That is our best half day attendance rate since week 3 of term 2, and the 5.4% difference (crude truancy rate) is the lowest since week 1 of Term 2, also the second lowest since we started tracking at the end of Term 1.

The police have continued to work closely with our truancy officer and have reported that the issues of students truanting in Bledisloe Park have lessened. However, police still report that some students

### **4 Communications strategy**

I have been working with an outside provider to design a fully digital version of the newsletter. This format is used by several Auckland schools including Westlake Girls, Long Bay College and ACG Strathallan.

The new platform is a fantastic way to share the news of the school and students' successes, whether that be in academia, sports, the performing arts or in the community. The newsletter can feature columns by the Board Chair and Principal. The newsletter will share invitations to upcoming events and activities and for important school notices. It's interactive, engaging and visual for readers and it also measures how many people connect with the content. It can be viewed via different formats including smartphone.

The first edition will be emailed to our community on Friday 20 August.

We have also asked our Year 9 enrolment officer to coordinate and enhance the school's social media presence. In the past, different areas of the school have had their own Facebook pages and there has been little central control. We have now changed that so the enrolment officer is an admin of each PHS account, which will enable common branding and messaging.

Some initial Facebook data from 1 – 7 August shows that:

Post reach – up by 1130%  
Post engagement up by 10,927%  
Page views up by 78%  
Page followers up by 100%  
Page likes up by 200%

This is after a 'soft' start to increase our activity and included 6 posts over 5 days.

### **5 Roll projection guide**

We have received the roll projection guide overleaf from MOE. The projections appear too low, and I have discussed this table with Ken White at MOE. This does not affect funding entitlement.

Here's how many students are projected to come to Pukekohe High School

Top 10 feeder schools to Pukekohe High School

Previous School	Princ's school Name	School Leavers (Yr 10 2022)	Total 2022	School Leavers (Yr 10 2023)	Total 2023	School Leavers (Yr 10 2024)	Total 2024	School Leavers (Yr 10 2025)	Total 2025	School Leavers (Yr 10 2026)	Total 2026	Weighted Average	Projected Yr 10 intake 2022	Projected Yr 10 intake 2023
1452	Pukekohe Intermediate	332	295	298	346	310	260	347	397	350	348	65.7%	300	290
1254	Burrows School	29	27	35	19	26	21	36	19	32	34	77.7%	25	26
1497	St George's School (Makarewa)	32	13	33	11	47	47	37	47	47	57	42.7%	20	24
1453	Pukekohe North School	11	6	10	8	17	14	16	11	14	19	73.7%	10	14
1239	Badford School	21	14	19	7	18	11	21	10	10	30	51.4%	5	15
1414	Powers School	7	7	5	4	12	9	10	9	7	19	84.5%	6	16
1456	Barratt's School	15	4	18	3	12	3	14	5	16	25	18.2%	3	5
1307	Archer's School	9	6	10	4	3	0	3	2	1	1	41.3%	0	0
1003	King Gate School	4	2	5	2	8	1	9	5	8	22	42.7%	3	9
999	Overseas	477	1	57	0	547	4	247	3	450	450	0.7%	3	3
	Other		41	60	60	59	36	36	36	36	36	91%	30	30
	Total Yr 10 intake		418	365	381	381	423	423	423	423	423	59%	296	432

Pukekohe High School Roll Projection Template Table Two

Month	2022	2023	2024	2025	2026	2027	Projected 2022	Projected 2023
Yr 7	0	0	0	0	0	0	0	0
Yr 8	0	0	0	0	0	0	0	0
Yr 9	381	416	365	381	415	396	396	402
Yr 10	378	380	415	368	379	415	386	386
Yr 11	368	378	397	420	398	364	364	375
Yr 12	317	317	303	289	290	272	272	272
Yr 13+	265	228	259	230	224	226	226	176
EP Students	4	6	21	67	88	88	88	88
Total Roll	1681	1700	1779	1740	1724	1723	1723	1723
% Utilisation	102.0%	101.1%	111.0%	103.0%	101.0%	111.1%	111.0%	111.0%
Headroom	248	149	133	104	108	108		

Estimated Capacity

1538 Student Places

These projected rolls based on intake from 2022 to 2027. It is assumed that the roll will be based on the number of students in the year 10 cohort in the year 2022. The roll will be based on the number of students in the year 10 cohort in the year 2022. The roll will be based on the number of students in the year 10 cohort in the year 2022.

Table Three

Rolling 5 Year Average	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Extrapolated Linear Trend 2021-2022	Extrapolated Linear Trend 2022-2023
Yr 7 - Yr 8								
Yr 9 - Yr 10	99.7%	99.8%	100.2%	99.5%	100.0%	100.0%	100.0%	100.0%
Yr 10 - Yr 11	91.4%	101.8%	101.2%	97.2%	101.2%	101.2%	101.2%	101.2%
Yr 11 - Yr 12	88.5%	85.8%	78.7%	69.0%	62.1%	55.2%	55.2%	55.2%
Yr 12 - Yr 13+	71.2%	75.2%	81.7%	77.5%	70.6%	70.6%	70.6%	70.6%

The above operation environment scheme which enables it to manage enrolments. In the March 2022 roll return, 100% of year students were reported fewer than the previous year.

## **6 Dates for term 3**

- KBB Music Festival, 9 – 14 August
- Board of Trustees meeting, Monday 16 October
- NCEA Teacher only Day – Tuesday 10 August
- NCEA internal school examination, 23 – 27 August
- Winter Tournament Week, 30 August – 3 September
- Whānau āwhina rōpū, Wednesday 8 September
- Board of Trustees meeting, Monday 20 September
- End of term 3, Friday 1 October

## 6.3

### Property, Health & Safety Report July 2021

#### PROPERTY

1. **10YPP.** Please find attached a summary of the school's 10-year property plan (10YPP) for 2021-2031. After discussions between the school, the MOE and project managers Greenstone Group several changes were made to the original plan in particular fencing, roofing and modernization works.

The MOE requires the Board to now formally approve the plan always remembering that amendments can be sought over the 10 years if required. The cost of any amendments must be within the total funding allowed in the plan i.e jobs can be changed for new ones for the same cost or less.

I therefore ask if the Board please pass a motion with this suggested wording:

*"The Pukekohe High School Board of Trustees approves the 10 Year Property Plan for 2021/22"*

2. **Volleyball courts.** The new backboard is in place and working well.
3. **Gym Painting.** Both gyms have been painted during the last term break which will support our leasing of these spaces as well as use by students and staff. The gyms are in constant use.
4. **Cameras.** The new cameras covering the front courtyard are also in place and working well. These help to identify issues and support the health and safety of staff and students.

#### HEALTH & SAFETY

5. **Fire evacuation.** We have had 2 evacuations in recent weeks due to student vandalism of two of the call points. Unfortunately, there are no cameras pointing at either call point, so the culprits are unknown. In one case they unscrewed the glass cover plate first, so the incident was planned. We are taking remedial action to replace each of the covers with more robust covers.

**Staff incident.** On Friday 6 August a staff member suffered an electrical shock in the T3 (Technology) workshop while using a Thicknesser. The staff member was seen by the school nurse and then driven to urgent care for assessment. The following actions to eliminate the hazard have been taken:

The machine was immediately isolated and the workshop closed

On Saturday 7 August the school's regular electrician checked the machines in T3 and took remedial action to ensure

The cause of the incident was found to be a small nick in the wiring of the Thicknesser

The workshop was reopened on Monday 9 August after receiving clearance from the electrician

All workshops are being checked by the faculty head to ensure there are no further risks

A Tag and Test team is being arranged to check all of the machines and wiring in each of the Technology workshops

**Student incident,** Monday 9 August. Following a fight between two Year 9 students at lunchtime, several family members of one of the students came onto the school site in a threatening manner and were abusive towards some staff. Staff responded calmly and took immediate steps to ensure student safety. Police were called immediately and responded promptly. The SLT have debriefed the incident and put in place the following corrective action plan:

- The fight between the two students will be addressed through normal school processes
- The school will work with police to trespass the family members involved
- The SLT will meet with staff on Monday 16 August to clarify lockdown procedures
- A lockdown drill will be held with the whole school during the week beginning 16 August
- The school has asked Harrison and Tew to review our emergency procedures and site safety in the wake of this incident.

Denis Murphy

# #103 - Pukekohe High School 10 Year Property Plan for 2021/22

Cameron Macbeth  
Cameron.Macbeth@greenstonegroup.co.nz  
Greenstone Group

Status: REJECTED  
Generated: 16-Jul-2021 10:48:18  
Template Version: 3.00

## #103 - Pukekohe High School

<b>SYA Year</b>	2021/22	<b>Status</b>	Rejected
<b>Consultant</b>	Cameron Macbeth	<b>Company</b>	Greenstone Group
<b>Email</b>	Cameron.Macbeth@greenstonegroup.co.nz	<b>Address Ln 1</b>	Ground Floor, 1 Broadway
<b>Phone 1</b>	02108383587	<b>Address Ln 2</b>	Newmarket, Auckland
<b>Phone 2</b>		<b>Address Ln 3</b>	

### Executive Summary

At Pukekohe High School their vision is to be a positive place of learning where their students are challenged, become equipped to fulfill their potential and achieve their aspirations. They provide a range of learning experiences and help students create pathways that will lead to success at school and in their future. In addition to their academic programme, they offer opportunities to develop students interests through an extensive range of arts, music, drama, outdoor pursuits, sports and cultural groups.

Pukekohe High School has major leaks to both the Library and Bryant Blocks, remediation works to these roofs are a priority for this 10 year plan. Additionally, there is a lack of secure fencing on both the Western and Southern boundary of the school and in order to protect the students, installing security fencing is a high priority. There are also a variety of blocks that require modernisation works such as carpeting, Autex, and LED lighting. These three areas will be the key focus for the 2021 plan, and will help the school with delivering their vision.

## Project Summary

	Funding Budget	Original	Remaining	Projects	Surplus / Deficit
5YA - 2011/12 - Capital		\$2,724,811.00	\$0.00	\$0.00	\$0.00
5YA - 2016/17 - Capital		\$3,294,225.00	\$0.00	\$0.00	\$0.00
5YA - 2021/22 - Capital		\$2,108,193.00	\$2,108,193.00	\$2,108,193.00	\$0.00
Supplementary 5YA - 2021/22 - Capital		\$86,000.00	\$86,000.00	\$86,000.00	\$0.00
Accelerated Modernisation Scheme - 2021/22 - Capital		\$200,000.00	\$200,000.00	\$200,000.00	\$0.00
School Investment Package - 2019/20 - Capital		\$400,000.00	\$0.00	\$0.00	\$0.00
			<b>\$2,394,193.00</b>	<b>\$2,394,193.00</b>	<b>\$0.00</b>
BoT Contribution to Ministry-funded Project(s)					\$36,369.30
Community/Other Contribution to Ministry-funded Project(s)					\$0.00

## Milestones

	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	Total
103-22-01	A,B,D,E,F,G,H,L,M,S,Y,JA,JB,M3,S2,PA,PB,PC,S2 : Distribution Board Upgrade including LED light fitting upgrade										\$349,011
103-22-02	F,G,M,M3,S,PA : Carpet Replacement	\$80,036									\$80,036
103-22-03	D,E,F,G,M3,S2,JA,JB,N2,PA,PB,PC,608 : New Autex Wall Coverings	\$173,608									\$173,608
103-22-04	JB,PA : Fixed Bench Replacement	\$16,478									\$16,478
103-22-05	H,L,M,S,Y,JA,JB,M3,PB,S2: Combined Projects - Hot Water Cylinder & Copper Pipe Replacement	\$40,018									\$40,018
103-22-06	A,B,G,S,Y,M3,PA : Vinyl Replacement	\$87,098									\$87,098
103-22-07	E, L: Roofing Replacement	\$1,005,600									\$1,005,600



## **6.4 Student Representative Report**

Students are still reeling from the passing of one of our own, however the way the year level especially, has managed to come together to support each other and the care we're taking of each other at this time is astonishing. Those that were especially close to the victim seem to be receiving a tremendous amount of support from the rest of the student body.

We all seem to have settled back into the swing of things and gotten back into routine following the holidays, and the seniors have begun to prepare and study for school exams in earnest. We're not feeling nearly as unprepared as we were this time last year, likely due to the lack of lockdowns so close to exam time.

About 40 'HappyHoods' have been ordered and these will be hand delivered to students in their timetabled classes when they arrive, in approximately 4 weeks. When these have been handed out, the second lot of order forms will be made available.

Celeste Nyatsanza

## **6.5 Staff Representative Report**

The recent wellbeing training by Sarah Ferguson on Wednesday 4th August was well received by staff. The participation and feedback was promising with many offering honest comments about how they feel at the moment and in general at PHS. Many are looking forward to the next meetings with her.

Obvious concerns were raised about parents being on site unexpectedly on Monday but communication from Richard about the incident went out quickly which staff found reassuring. Good communication is always key!

Lastly, with the recent teacher only day on Tuesday 10th, departments and faculties are working well to plan for the coming NCEA changes and implement curriculums which will hopefully see students engaging with all subjects, resulting in increased achievement.

Laura Abbott

## **7.1 PHS Policy Review**

(see next page for draft policies)



# Anti Bully & Harassment Policy

Policy to support NAG 3 Personnel

## Outcome statement

Pukekohe High School will provide a safe physical and emotional environment where everyone is treated with dignity and respect.

## Scoping

This policy applies to all staff at Pukekohe High School, including any adults employed by or working on behalf of the school.

## Delegations

The Board and Principal will ensure that all reports of harassment or bullying are taken seriously and addressed in a way that is respectful and supportive.

## Expectations and limitations

The policy should be supported by a good implementation process, and workers should be trained in both the policy and processes.

After discussions involving all staff which led to general agreement, Pukekohe High School puts on record that bullying and harassment at work have the potential for:

- serious consequences
- an individual to experience health problems, loss of self-esteem and performance
- divisions within the school to occur as people take sides
- loss of motivation and impact on wellbeing

### **Bullying defined:**

- Bullying is defined as unreasonable and repeated behaviour towards a person or group that can lead to physical or psychological harm.
- Repeated behaviour is persistent and can include a range of actions over a period of time.
- Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating or threatening a person.

**Pukekohe High School will do the following to minimise and respond to workplace bullying.**

### **Senior management and the board of trustees will minimise workplace bullying by:**

- establishing respect for the broad range of human values and character strengths required for this organisation to survive
- actively looking for ways to create a positive workplace ('healthy work') that workers feel is pleasant, fair, rewarding and positively challenging
- encouraging positive leadership styles and investing in our managers to achieve this
- training key workers (contact personnel) to receive bullying reports and give support and advice
- directing attention towards behaviour rather than people, and aiming to promote harmonious relationships across the school
- providing staff who believe they have been bullied with a range of options to resolve the issue
- promoting low-key solutions before formal actions where appropriate
- aiming to repair the working relationship and promote positive outcomes based on the school's values
- openly discussing bullying, in both formal and informal settings, and providing information and training about it
- identifying factors that contribute to bullying, and putting effective control measures in place

- ensuring our processes and systems are fit for purpose and regularly reviewed
- having regular, annual staff surveys on our work culture.

**It is expected that staff will:**

- tell their line managers if they experience or see any bullying behaviours – if the manager is the person behaving in a bullying manner, then advise a member of the senior leadership team or contact personnel specifically trained for this role.
- try low-key solutions (eg talking to the person initially (if safe and appropriate to do so))
- follow the school's informal or formal processes when making a complaint.
- keep an eye out for other people, providing support when seeing a person being isolated or experiencing reprisals.
- understand what actually constitutes bullying behaviour (definition above).

**It is expected that school leaders will:**

- ensure staff have clarity on what their roles entail
- intervene early to call out and deal with any unreasonable behaviour before it escalates
- record and investigate complaints fairly and in line with the school's policies and processes
- look for informal solutions before escalating an issue to higher levels (eg mediation or investigation) where appropriate.

**When dealing with an allegation of bullying our school will:**

- treat all matters seriously and investigate promptly and impartially
- ensure neither the person who complained nor the alleged bully are victimized
- ensure support is available for all parties involved
- find appropriate remedies and consequences for confirmed bullying as well as false reports
- communicate the process and its outcome
- ensure confidentiality (ie only those who have a right to know)
- use the principles of natural justice
- keep good documentation
- have specialist external advisors available to help.

This policy was developed by the Board of Trustees, Senior Leadership Team, Staff, Health and Safety Committee

## Procedures/supporting documentation

Complaints Policy & Procedure

## Monitoring

Staff Wellbeing survey

## Legislative compliance

<https://www.worksafe.govt.nz/>

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Reviewed: August 2021

Next review: August 2024

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**Report to the Board of Trustees**

**Pukekohe High School**

**Finance Subcommittee Recommendation**

**Prepared by Lincoln Sharp**

**5 August 2021**

**Introduction**

As the current Chair of the Finance Subcommittee and with my experience as a Chartered Accountant and Business Advisor, I was asked by Board Chair to make recommendations regarding the terms of reference for the Finance Subcommittee.

**Commentary**

I am a firm believer in focused effort. This means that meetings and work undertaken in the preparation for these meetings should be done with the end in mind. Meetings done without an intended goal (“meetings for meetings sake”), or work done by rote with no enhanced understanding is a waste of time and resource. Further, the efforts of worthwhile work and meetings can be lessened due to aggregate fatigue of pointless effort.

Pukekohe High School has an excellent Business Manager who is very capable. Regular review and critiquing of his efforts and internal financial workings of the School would be, in my opinion excessive.

The efforts of a Finance Subcommittee would be better focused on projects that will enhance the financial strength and security of the School. The first meeting of the Finance Subcommittee would be to collate recommendations to the Board for what projects should be considered and priorities identified.

Possible Projects:

- Review of Budget – against our Strategic and Operational Goals
- Review of financial statements – information conveyed to the Public
- Capital projects – as they arise
- Finance Policy – good procedure and process
- Non-regular – event/project specific e.g. centenary celebrations, alumni charitable trust
- Reporting framework – continuous improvement

**Proposed Resolutions**

*“That the Finance Subcommittee be activated in response to tasked projects by the Board, and leave regular reporting to the finance function of the Business Manager of the School with oversight by the Chair of the Finance Subcommittee.”*

*“That Lincoln Sharp be confirmed as Chair of the Finance Subcommittee, and members to be nominated for appointment.”*

*“That the Finance Subcommittee invite recommendations from the Board Members as to projects they believe appropriate for consideration.”*

**Report Ends.**

### 7.3 Principal's Performance Agreement report

The Secondary Principals Collective Agreement (SPCA) outlines the responsibilities of the board for the annual Performance Agreement of the Principal. The purposes of the process are to ensure the principal is aware of the board's objectives and to support the principal's professional development – there is both an accountability and development aspect to it.

The Performance Agreement should reflect the school's strategic and annual plans, the professional standards for principals (under the SPCA) and the New Zealand Teaching Council criteria for registration as a teacher.

The annual review is carried out in accordance with the objectives in the performance agreement and the professional standards.

Since October 2020, the Teaching Council has held three meetings to review the process. The proposed approach is similar to the Professional Growth Cycle for teachers. It will support growth and development and build professional learning networks for principals.

The Teaching Council is proposing that professional growth cycles for leaders shift the focus away from a summative assessment approach towards a growth and development approach.

For the past two years at PHS the principal's performance agreement and appraisal have been carried out by Peter Gall of Edsolnz (ex-principal of Papatoetoe HS). The review cycle has been completed at the end of term 1 each year to take account of NCEA achievement data.

For the 2021/2 cycle I recommend that the board engages a consultant from the Education Group to facilitate the principal's performance agreement and appraisal. The Education Group have extensive experience in this field with schools throughout Auckland, and a robust process in place.

Resolution:

*That the Pukekohe High School Board of Trustees engages the Education Group to facilitate the principal's 2021-22 performance agreement and appraisal.*

## 8.1 Staff culture and wellbeing report

Sarah Ferguson led the first whole staff professional learning (PL) workshop on wellbeing on Wednesday 4 August. The session was well received and is an important element of the school's support for staff wellbeing. The workshop emphasised:

- Positive psychology and the Mental Health Foundation's Five ways to wellbeing
- The importance of a sense of connection and belonging

The PL session discussed areas for following workshops:

- **Giving** – an important attribute for mental health
  - **Relating** – who do we value and connect with? The importance of empathy (over sympathy)
  - **Exercising** – makes us fundamentally feel good and active
  - **Awareness** – to enable us to generate a sense of awe in our surroundings
  - **Trying out** – new, interesting things – valuing novelty
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- **Direction** – what are our most important goals?
  - **Resilience** – so that we cope with bumps in the road
  - **Emotions** – understanding the brain's motivation system
  - **Acceptance** – acceptance of self. Am I okay with the beliefs I have?
  - **Meaning** – what is our purpose as teachers?

We will continue to work with Sarah Ferguson over the next 2 years so that there is continuity of the perspectives that she brings and staff will be able to benefit from a longer term strategy.

A group of PHS staff led by Suzanne Williams (DP) will coordinate a programme to promote staff wellbeing in alignment with our professional learning programme and the whole staff workshops delivered by Sarah Ferguson. The staff working group are working on a framework and rationale to guide this work.

The work on wellbeing is closely aligned and interwoven with the programme to ensure that staff have clear policies and procedures to address any instances of bullying or harassment. The draft policy (to be reviewed by the board on Monday 16 August) has been circulated to staff during term 2 and a further draft incorporating feedback from staff has been re-circulated this term for any further comments and suggestions.

The principal and associate principal have met with the PPTA branch chair and secretary to discuss issues raised by staff on Wednesday 28 July. This included a description of the contact personnel training through Shayne Mathieson that will support staff and leadership in addressing issues of harassment or bullying. A further meeting is being held with the PPTA branch chair and secretary during week 4, when we will discuss the Shayne Mathieson workstream again.

The PPTA work environment analysis tool/survey completed at the end of term 2/beginning of term 3, will be a valuable data point and provide further feedback from staff.

All of the work on staff culture and wellbeing is a key element of 'Learning without limits' and the strategic plan. Each of our 4 strategic goals is connected to enhancing a strong staff culture, which in turn will enable staff to further develop wellbeing for our students.