



# AGENDA

## NOTICE OF MEETING 2021

**A meeting of the Pukekohe High School Board of Trustees  
will be held at 6 pm, 20 September 2021 via zoom**

### OPEN MEETING

#### Welcome from Chair and Karakia

- |   |               |
|---|---------------|
| <b>1. Apologies</b>   | <b>2 min</b>  |
| <b>2. Declaration of Conflict of Interest</b>   | <b>2 min</b>  |
| <b>3. Confirmation of Previous Minutes</b>  | <b>3 min</b>  |
| Minutes of the Pukekohe High School Board of Trustees dated 16 August 2021 have been circulated to all Trustees |               |
| <b>4. Correspondence</b>  | <b>5 min</b>  |
| <b>4.1</b> Auckland Transport   |               |
| <b>5. Extraordinary Business</b>  |               |
| Nil   |               |
| <b>6. Standing Items</b>  | <b>20 min</b> |
| <b>6.1</b> Financial Report   |               |
| <b>6.2</b> Principal's Report   |               |
| <b>6.3</b> Property, Health and Safety Report   |               |
| <b>6.4</b> Student Representative Report  |               |
| <b>6.5</b> Staff Representative Report  |               |
| <b>7. Items for Decision</b>  | <b>20 min</b> |
| <b>7.1</b> Curriculum Report  |               |
| <b>8. Items for Information</b>   |               |
| Nil   |               |

**9 Meeting Closes approx.**

**7.00pm**

**Next Meeting: Monday 18<sup>th</sup> October 2021**

## 4.1 Correspondence – Auckland Transport

**Attention:** School Principal and Board of Trustees

Kia ora koutou,

### Investigating speeds around Auckland's schools

Auckland Transport (AT) is about to embark on a significant phased programme of work to investigate speeds around all schools in Tāmaki Makaurau, Auckland.

You may have already heard about our *Safe Speeds Programme*, which follows one of the key mandates in the Ministry of Transport's *Road to Zero: New Zealand's Road Safety Strategy 2020-2030*.

The focus of the *Safe Speeds Programme* is reducing deaths and serious injuries on our roads. To do this, we are required by legislation to review and set safe and appropriate speed across our network – including around schools.

Along with other Road Controlling Authorities across New Zealand, AT is tasked with making the necessary changes. Your school is one of nearly 600 in Auckland included in our Safe Speeds Programme.

### What improvements will we propose?

Each school has been, or will be, investigated on a case-by-case basis by our road safety engineers, and it is anticipated that the changes required will vary school-by-school based upon the relevant safety needs.

In some instances, we will propose speed limit changes only. And in others, we will propose both speed limit changes and physical engineering measures like speed humps.

Safer speeds around schools are defined under the Ministry of Transport mandate as permanent or variable 30km/h limits in urban areas, with 40km/h limits considered by exception. In rural areas, the mandate is for permanent or variable speed limits to a maximum of 60km/h, dependent upon the school arrangements.

### The evidence behind speed limit changes

While legislation is driving the *Safe Speeds Programme*, we know that Aucklanders are behind us. More than, three in four (78%) Auckland residents support reduced speed limits near schools, kindergartens or other community facilities.

Like us, they believe in keeping people safe while they travel on our road network. This especially includes our youngest tamariki (children) and rangatahi (youth).

We know that even a small difference in speed can make a major difference, especially for children.

With travel speeds of 30km/h or less, the risk of death or serious injury for people outside vehicles in a collision is significantly reduced. If a pedestrian is hit by a car travelling at 50km/h there's only a 20% chance they will survive. At 30km/h, the survival rate increases to 90%.

Changes in speed limits negligibly impact journey times but have a major impact on survivability. A few seconds or minutes of additional travel time is worth avoiding a serious crash.

In our approach to safe speeds around schools we will attempt to look beyond the vicinity of the school gate and address adjacent roads in the catchment of the school/s. This is to help lower speeds in the community, improving the perception of safety and encouraging active transport modes such as walking, cycling, and scooting.

## **Timeline**

To investigate changes outside every school will take time. Upcoming legislative changes from Central government will make it faster and easier for us to improve road safety around schools. But until the changes come into force, we have to operate under the existing legislation.

This means we are focusing on proposing speed limit changes on roads around schools where drivers already drive at slower speed limits. This way, we can implement safe and appropriate speeds sooner, and don't require engineering measures like speed humps.

From the 27<sup>th</sup> September, we will be seeking public feedback on the first phase of proposed speed limit changes around 57 schools across Auckland. We will be in touch with the affected schools in the coming weeks to arrange a time to meet – either in person or online depending on the alert level at the time.

Next year, when the legislation changes, we will expand the types of schools and roads we investigate. At that time, we will provide an update to schools not included in the first group of 57 schools being consulted on this year.

## **We appreciate your support**

We know that you will want to play an active role in setting safe and appropriate speeds around your school community and we look forward to talking to you about this more.

In the meantime, for more information about the Safe Speeds Programme, visit [at.govt.nz/speed](https://at.govt.nz/speed).

We welcome any initial feedback you have via [ATspeedprogramme@at.govt.nz](mailto:ATspeedprogramme@at.govt.nz).

Ngā mihi nui,

Auckland Transport

## 6.1 Financial Report

### Commentary on August 2021 Financial Statements

1. Attached is the August 2021 income & expenditure statement, balance sheet and graphs showing surplus vs budget and working capital vs budget.
2. After a tough couple of months financially we managed to make a small surplus in August of \$4,943 and now have a YTD loss of \$26,349 (July \$30,872) against budgeted surplus of \$98,170.
3. Over the last 4-6 weeks we've been changing over to XERO, our new accounting system. It is much more user friendly than MUSAC which we've been using for years. We are now operating solely in XERO but of course will keep MUSAC alive but unused for the rest of the year. We'll need it for audit and historical reference purposes.
4. We've included a couple of extra categories in the Income/Expenditure Statement which we believe gives a better indication of the full costs of running the school. These are the full cost of teacher salaries funded by MOE and also the "rental" cost (also funded by MOE) of using state owned land and buildings.
5. Also included is the ICT category under Administration expenses which covers the cost of employing New Era as our IT contractor and other costs such as software licenses and subs. These costs were included in the other admin categories previously but are big enough to be listed separately.

#### 6. Income and Expenditure Variances

Negative variances to budget worth noting are:

##### Income

- As mentioned last month our budget for Other and Sports 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 as we anticipated that all sports/activities would return to normal. They didn't and as you can see the shortfall is significant.
- Having said that, this month we received a few one-offs in Government funding such as recovery of transport fees for the student buses to MIT. This has offset the shortfalls in sports/other activities, investment income and International Student income and leaves us very close to budget in Total Income (variance of only 0.4 of 1%).

##### Expenditure

- Staff costs in total are \$463,000 over budget but this is largely offset by the school being under budget in almost every other expense category.
- As a result total expenditure is only \$83,562 over budget which is a variance of only 0.8 of 1%.

##### YTD surplus/deficit.

- The net effect of all the above is that we have a small YTD deficit.

#### 7. Staff banking

We are still keeping the figure as close to zero as possible and at the end of August it is \$4,242 in our favour.

#### 8. Working Capital

Working Capital has risen slightly again this month from \$664,184 in July to \$686,484.

#### 9. Year End Projection.

Lincoln asked for a year end financial projection so in addition to our normal report we have attached month by month figures, a commentary/explanation of those figures and a further explanation/analysis of the costs of the HR issues over the last two years.

#### 10. 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	Finally we are fully operational in XERO.

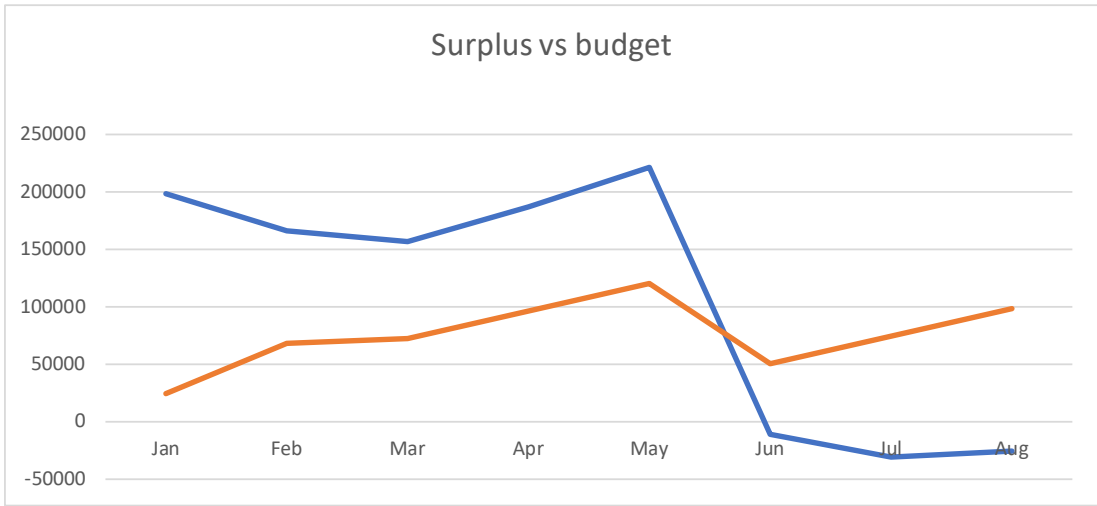
**Pukekohe High School  
Income and Expenditure Report  
For the 8 months to 31 August 2021**

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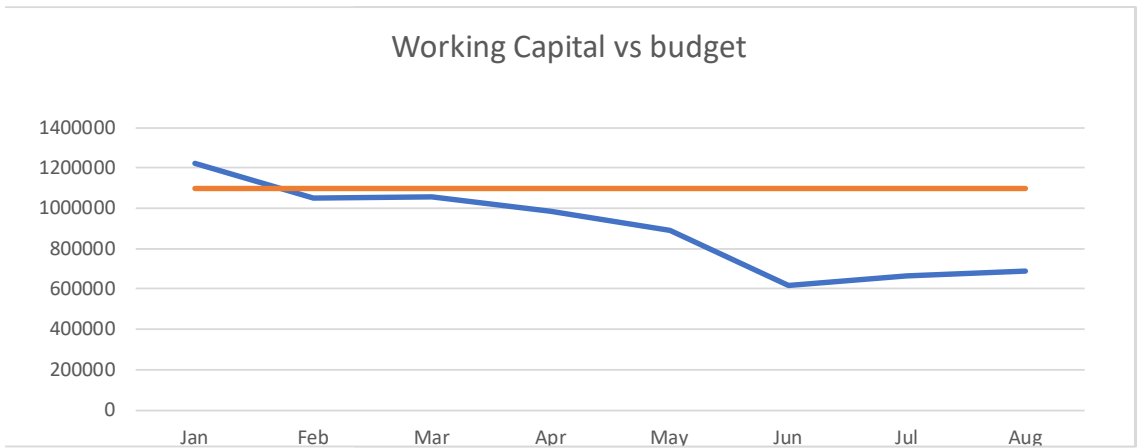
	Actual Aug \$	Actual YTD \$	YTD Budget (Unaudited) \$	Variance Actual \$	% Variance
<b>Income</b>					
<b>Government Grants</b>					
Operations Grant	418,696	3,174,141	3,035,818	138,323	5
Teachers Salary Grant	692,307	5,935,126	5,884,610	50,516	1
Use of land & buildings	241,667	1,933,334	1,933,334	-	
	<b>1,352,670</b>	<b>11,042,601</b>	<b>10,853,762</b>	<b>188,839</b>	<b>2</b>
<b>Locally Raised funds</b>					
Donations/Fundraising/Activities	6,277	39,355	27,600	11,755	4
Sport Income/exp	(11,839)	(32,014)	74,561	(106,575)	(143)
Other activities inc/exp	(367)	110,483	216,664	(106,181)	(49)
	<b>-5,929</b>	<b>117,824</b>	<b>318,825</b>	<b>-201,001</b>	<b>(63)</b>
<b>International Students</b>	<b>6,259</b>	<b>25,977</b>	<b>39,941</b>	<b>(13,964)</b>	<b>(12)</b>
<b>Investment income</b>	<b>3,189</b>	<b>3,189</b>	<b>18,000</b>	<b>(14,811)</b>	<b>(82)</b>
<b>Total Income</b>	<b>1,356,189</b>	<b>11,189,591</b>	<b>11,230,528</b>	<b>-40,937</b>	<b>(0)</b>
<b>Less expenses</b>					
<b>Learning Resources</b>					
Staff Expenses	219,279	1,521,677	1,172,391	349,286	30
Teachers Salary-MOE funded	692,307	5,935,126	5,884,610	50,516	1
Curricula	26,918	349,846	469,872	(120,026)	(3)
Curricular Other	6,134	29,494	43,896	(14,402)	(32)
	<b>944,638</b>	<b>7,836,143</b>	<b>7,570,769</b>	<b>265,374</b>	<b>4</b>
<b>Administration</b>					
Staff expenses	55,134	428,501	381,455	47,046	12
ICT	12,890	147,610	145,896	1,714	1
General/Consumables/Legal	1,076	27,843	72,560	(44,717)	(61)
BOT Expenses	-	16,061	20,344	(4,283)	(21)
Communication	652	15,080	32,688	(17,608)	(53)
Audit/Accounting	11	9,169	11,144	(1,975)	(18)
Risk Management	1,123	8,821	29,008	(20,187)	(70)
	<b>70,886</b>	<b>653,085</b>	<b>693,095</b>	<b>(40,010)</b>	<b>(6)</b>
<b>Property</b>					
Use of land & buildings	241,667	1,933,334	1,933,334	-	-
Caretaking/Cleaning	17,614	137,041	122,352	14,689	12
Staff expenses	14,694	136,813	134,120	2,693	2
R&M/Cyclical Maintenance	11,885	109,415	144,584	(35,169)	(24)
Heat, Light and Water	15,385	94,400	104,560	(10,160)	(10)
Grounds	1,574	42,548	19,576	22,972	117
Security	914	11,220	7,600	3,620	48
	<b>303,733</b>	<b>2,464,771</b>	<b>2,466,126</b>	<b>(1,355)</b>	<b>(1)</b>
<b>Finance Costs</b>	<b>1,713</b>	<b>2,258</b>	<b>13,704</b>	<b>(11,446)</b>	<b>(83)</b>
<b>Depreciation</b>	<b>30,276</b>	<b>261,620</b>	<b>388,664</b>	<b>(127,044)</b>	<b>(32)</b>
<b>Gain/loss on Sale of Fixed Ass</b>		<b>(1,957)</b>	<b>-</b>	<b>(1,957)</b>	
	<b>31,989</b>	<b>261,921</b>	<b>402,368</b>	<b>(140,447)</b>	<b>(35)</b>
<b>Total Expenditure</b>	<b>1,351,246</b>	<b>11,215,920</b>	<b>11,132,358</b>	<b>83,562</b>	<b>(1)</b>
<b>Surplus/(Deficit)</b>	<b>4,943</b>	<b>(26,329)</b>	<b>98,170</b>	<b>(124,499)</b>	<b>(127)</b>

<b>Pukekohe High School</b>				
<b>Statement of Financial Position</b>				
As at 31 August 2021				
		<b>2021</b>	<b>2021</b>	<b>last month</b>
		<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Current Assets</b>				
Cash and Cash Equivalents		1,290,879	190,659	1,000,573
Accounts Receivable		133,516	72,946	87,129
Inventories		3,797	3,797	3,797
Investments		-	1,783,274	784,688
		<b>1,428,192</b>	<b>2,050,676</b>	<b>1,876,187</b>
<b>Current Liabilities</b>				
Accounts Payable		8,423	164,830	117,477
Govt Grants Received in Advance		409,716	-	753,614
International Student Funds		94,547	273,550	109,875
Student Funds received in Advance		68,905	48,932	42,610
Provision for Cyclical Maintenance		111,649	70,515	111,649
Finance Lease Liability - Current Portion		88,878	77,559	94,071
GST payable		113,980	17,737	122,205
MOE Property Projects		(154,370)	298,952	(138,864)
		<b>741,728</b>	<b>952,075</b>	<b>1,212,637</b>
		<b>686,464</b>	<b>1,098,601</b>	<b>663,550</b>
<b>Working Capital Surplus/(Deficit)</b>				
<b>Non-current Assets</b>				
Property, Plant and Equipment		2,338,624	1,935,617	2,357,625
		<b>2,338,624</b>	<b>1,935,617</b>	<b>2,357,625</b>
		-	-	-
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance		190,076	261,246	190,706
Finance Lease Liability		202,073	114,586	202,073
		<b>392,149</b>	<b>375,832</b>	<b>392,779</b>
		<b>2,632,939</b>	<b>2,658,386</b>	<b>2,628,396</b>
<b>Net Assets</b>				
<b>Equity</b>				
Accumulated Funds		2,499,915	2,557,223	2,499,915
Furniture Grant		159,353	-	159,353
Surplus/(deficit)		(26,329)	101,163	(30,872)
		<b>2,632,939</b>	<b>2,658,386</b>	<b>2,628,396</b>

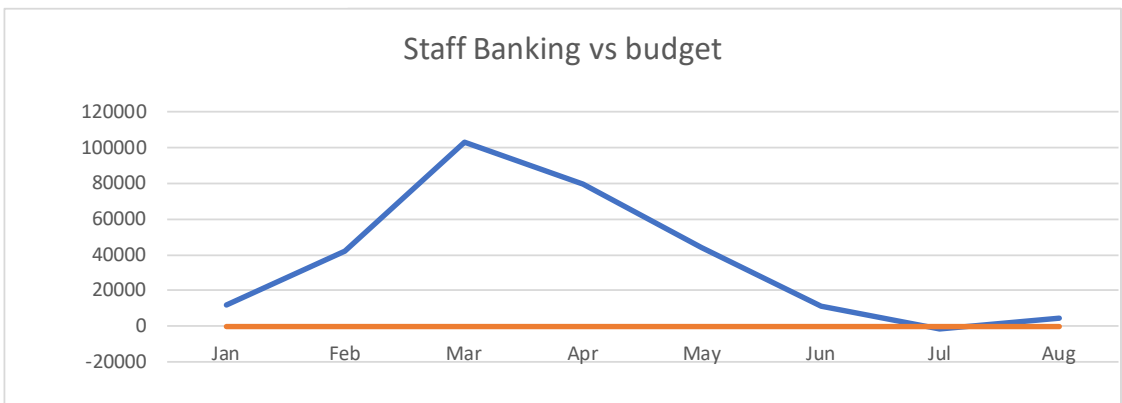




Blue=actual                      Orange= budget



Blue=actual                      Orange=budget



Blue =actual                      Orange= budget

## Commentary on December 2021 predicted Financial Result

11. Attached are our predicted monthly and year end results for the rest of 2021 and a breakdown of the cost of HR issues.
12. Firstly, the projection attachment. Based on the July Year to date figures we believe we will incur a full year loss of \$110,000 against a budgeted profit of \$101,000. The negative variance is therefore \$211,000.
13. **Income.**  
Overall income will be down by \$48,000 the major issue here being a \$129,000 shortfall in locally raised funds. Splitting this into its categories: donations, trading, activities are relatively close to budget but sports income is the problem. The reason is that our budgeted income was based on 2019 levels but we'll get nowhere near that. The Covid factor is huge.

### **Expenditure**

- One positive is that Administration and property costs will be under budget by a total of \$19,000.
- A second positive is that Depreciation is \$196,000 under as our original figure was based on incorrect fixed asset information in MUSAC which as you will recall we corrected some months back.
- However, the Learning Resource area's negative variance is \$386,000. Curricular costs are well under budget but staffing costs are significantly over. The following is an excerpt from our June financial report:

*Staff development is over budget by \$73,270 due to ongoing legal costs for the various HR issues we have, one in particular.*

*.....However this year June's staffing costs were larger than anticipated because of salary increases and backpays to a number of support staff which were well and truly overdue, two extra staff being appointed - a Teacher Aide and a Truancy Officer, an increase in the cost of relievers covering sickness and staff training courses and the final push to rid ourselves of the staff banking excess.*

*The staff banking excess was caused by three factors. Firstly, the high number of first year teachers means that we need an extra fulltime equivalent teaching staff member to cover their non-contact hours and mentoring. Secondly, to support learning at all levels Deans have been allocated additional non-contact hours which adds up to 1FTTE. HR issues are also 1 FTTE.*

*On top of that the Teacher Aide increases that came through after we did the 2021 budget are higher than any of us anticipated. For your information attached is a summary of salary/wage costs for the year to date and the comparative figures from 2020.*

*The staff banking issue and support staff increases will make it very hard for the school to achieve a surplus this year particularly as any increase in Operations Grant is unlikely to match costs as we will see from the next paragraph.*

Extrapolating the figures to 31 December we believe that staff development costs will increase slightly to \$79k over budget but staffing costs will be \$437,000 over budget. Contributing factors are all mentioned above, and we note that a number of Board initiatives are a factor including the Truancy Officer, and ongoing HR issues.

Pukekohe High School										
Year end financial projection 2021										
	July	Aug	Sep	Oct	Nov	Dec	Full yr	Annual	Variance	
	YTD	Mth					to 31 dec	budget		
	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s
<b>Income</b>										
Government grants	2759	366	366	382	382	381	4636	4554	82	
Investment income	5	1	1	1	1	1	10	27	-17	
Locally raised funds										
donations/fundrasing/activities	78	16	16	16	16	15	157	286	-129	
International Students	35	2	2	2	2	2	45	58	-13	
net trading	-24	0	0	0	0	0	-24	-53	29	
	89	18	18	18	18	17	178	291	-113	
<b>total income</b>	<b>2853</b>	<b>385</b>	<b>385</b>	<b>401</b>	<b>401</b>	<b>399</b>	<b>4824</b>	<b>4872</b>	<b>-48</b>	
<b>Expenditure</b>										
<b>Learning resources</b>										
Curricula	433	46	46	46	46	46	663	752	-89	
Curricula other	33	4	4	4	4	4	53	83	-30	
Extra curricula	15	2	1	1	1	1	21	29	-8	
Staff development	183	15	15	15	15	15	258	182	76	
Staff expenses	1130	168	168	168	168	246	2048	1611	437	
	<b>1794</b>	<b>235</b>	<b>234</b>	<b>234</b>	<b>234</b>	<b>312</b>	<b>3043</b>	<b>2657</b>	<b>386</b>	
<b>Administration</b>										
Audit/accounting	9	1	1	1	1	1	14	14	0	
BOT	16	2	3	2	2	2	27	30	-3	
Communication	5	2	2	2	2	2	15	22	-7	
General/consumables/legal	-18	-1	-1	-1	-1	-1	-23	15	-38	
Risk management	8	1	1	1	1	1	13	34	-21	
Staff expenses	373	49	49	49	49	80	649	592	57	
	<b>393</b>	<b>54</b>	<b>55</b>	<b>54</b>	<b>54</b>	<b>85</b>	<b>695</b>	<b>707</b>	<b>-12</b>	
<b>Property</b>										
Caretaking/cleaning	119	15	15	16	15	15	195	184	11	
Consultancy/contract services	11	1	1	1	1	0	15	11	4	
Grounds	23	2	2	2	2	3	34	30	4	
Heat/light/water	79	13	13	10	10	9	134	157	-23	
R&M/cyclical maintenance	115	18	18	18	18	17	204	217	-13	
Staff expenses	122	17	17	17	17	25	215	205	10	
	<b>469</b>	<b>66</b>	<b>66</b>	<b>64</b>	<b>63</b>	<b>69</b>	<b>797</b>	<b>804</b>	<b>-7</b>	
<b>Depreciation</b>	227	32	32	32	32	32	387	583	-196	
<b>Finance costs</b>	2	2	2	2	2	2	12	20	-8	
<b>Total expenditure</b>	<b>2885</b>	<b>389</b>	<b>389</b>	<b>386</b>	<b>385</b>	<b>500</b>	<b>4934</b>	<b>4771</b>	<b>163</b>	
<b>Surplus/deficit</b>	<b>-32</b>	<b>-4</b>	<b>-4</b>	<b>15</b>	<b>16</b>	<b>-101</b>	<b>-110</b>	<b>101</b>	<b>-211</b>	
less unbudgeted HR costs							200		200	
<b>surplus</b>							<b>90</b>	<b>101</b>	<b>-11</b>	

## 6.2 Principal's Report

### 1 NCEA achievement data

Overall NCEA predicted achievement data as of 31 August is as follows:

	29 June %	20 July %	10 August %	31 August %
Level 1	85.6%	84%	84.1%	83.6%
Level 2	82.2%	84.2%	86.5%	86.9%
Level 3	74.6%	78%	77%	80.1%

For Māori students the results to 31 August were:

	29 June % (number)	20 July % (number)	10 August %	31 August %
Level 1	72.1% (62/86)	70.2% (59/84)	71.4%	71.3% (57/80)
Level 2	75% (54/72)	81% (51/63)	75.4%	75.4% (49/65)
Level 3	78% (39/50)	81.3% (39/48)	77.1 %	79.2%(38/48)

For Pasifika students the results to 31 August were:

	29 June % (number)	20 July % (number)	10 August %	31 August %
Level 1	72.4% (21/29)	64.3% (18/28)	62.1%	65.5% (19/29)
Level 2	58.3% (14/24)	58.3% (14/24)	60%	62.5% (15/24)
Level 3	63.3% (19/30)	64.3% (18/28)	57.1%	64.3%(18/28)

### 2 Move to Alert Level 3 and Alert Level 2

We are preparing for an anticipated move to Alert Level 3 next week.

- At Alert Level 3, there is a medium risk of community transmission and active but managed clusters.
- All schools must open for those children who need to attend.
- Distance learning will need to be provided for all students who are off-site, including those required to self-isolate and those individuals who health authorities have asked to stay away while waiting for a test result.
- Students in Year 11-13 must remain learning from home. However, there is a possibility for an exemption for some Year 12 and 13 students in limited circumstances, to attend onsite
- Bubbles of no more than 10 students will need to be formed with staff additional to that number; bubbles need to keep at least two metres' distance from other bubbles.
- Face coverings are not mandatory in school settings and remain an individual choice. However, the Director General of Health has strongly recommended they are worn by students in secondary settings
- At Alert Level 3, the governing bodies of schools may have the option of bringing some of their Year 12 and 13 students back to school for face-to-face learning

- Planning and preparation for the return of any students is very important and we have to take the time needed to do this if we are going to use this flexibility. Once an alert level change is announced, the Ministry will send out the process and supporting documents in a bulletin.
- It goes without saying that there are added health risks in having more children travelling to and attending school, so meeting health requirements is essential in planning for the return of more students.

## Alert Level 2

At the time of writing, a decision has not yet been made about whether to move the school holiday dates for Auckland. The outline plan below will need to change completely should the dates be brought forwards.

NCEA examinations have been put back by two weeks and are now scheduled between 22 November – 14 December (the last day of term 4 is 15 December).

In the first 4 weeks of Term 4 students will attend classes, following their usual timetable. This will provide teaching and learning time for all classes. During this time subject teachers and Kaiāwhina (form teachers) will review and adapt individual student learning programmes and work with Heads of Faculty and Kaitaki Ākonga (deans) to identify individuals and groups of students who need further interventions such as workshops. The interventions can then be planned for implementation during the 'Study Hub' time.

This is the individual tracking booklet that will enable students and teachers to devise individualized targets and pathways for senior students. (Please note this is a page from the 2020 version, which will need to be adjusted for the 2021 Learning Recognition Credits.)

### Your NCEA Level 1 Credits tracker!

Use this handy tracker to stay on top of your achievements.

**\*\*Numeracy (10 credits):**

1	2	3	4	5	6	7	8	9	10
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\*shaded boxes are university entrance requirement.

**Literacy (10 credits):**

1	2	3	4	5	6	7	8	9	10
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**My Subjects:**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

**Credits Achieved at Level 1:**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

### Endorsement Tracker

To gain course endorsement this year, you need 12 credits at Merit or Excellence, with 3 of these in the externals.

**Progress towards Merit and Excellence Endorsement**

**My Subjects:**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

**Credits at Merit and Excellence**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

**Learning Recognition Credits:**

For every 5 credits you achieve through internal and external assessments, you gain one extra. These **do not** count towards endorsement. You are entitled to **10** additional credits at Level 1.

Tick them off as you achieve.

1	2	3	4	5	6	7	8	9	10
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A school-wide programme/ timetable for 'Study Hub', including the targeted interventions/ workshops etc. will be created to ensure students know where they need to go/ student attendance and so we are recording information for contact-tracing purposes. The proposed timetable for Term 4 is below.

†

Term 4 (9 weeks) – Monday 15 October – Friday 18 December								
Week 1 18/10 – 22/10	Week 2 25/10 – 29/10	Week 3 1/11 – 5/11	Week 4 8/11 – 12/11	Week 5 15/11 – 19/11	Week 6 22/11– 26/11	Week 7 29/11– 3/12	Week 8 6/12 – 10/12	Week 9 13/12 – Wed 15/12
	<b>25/10: Labour Day</b>		<b>12/11: Last day for all seniors</b>		25/11: TOD (PPTA Accord)			<b>15/11: Last day</b>
			10/11: DVC/ Tech. portfolios due.	18/11: L3 Vis. Arts portfolios due	22/11: NCEA Exams start			14/12: NCEA Exams Finish
Normal timetable	Normal timetable	Normal timetable	Normal timetable	'Study Hub'* timetable	'Study Hub'* timetable	'Study Hub'* timetable	'Study Hub'* timetable	
Wednesday morning (8.45am – 9.40am) workshops.	Wednesday morning (8.45am – 9.40am) workshops.	Wednesday morning (8.45am – 9.40am) workshops.	Wednesday morning (8.45am – 9.40am) workshops.		Targeted workshops planned between exams	Targeted workshops planned between exams	Targeted workshops planned between exams	
			Full-day DVC/ Tech. portfolio workshops 8/11 and 9/11	Full day L3 Vis. Arts portfolio workshops 16/11 and 17/11				

### 3 Enrolments for 2022

Enrolments for Year 9 next year are tracking well.

- I estimate our Year 9 for 2022 to be 440 - 450 – this excludes enrolments during the year (from March to now we have had 17)
- PIS have estimated that we will receive 333 students from them next year – currently 66% of those enrolled
- To date, we have 278 Year 8 enrolments – 63% of predicted total of 440

We have asked our major contributing to schools to push online enrolments and we have had 54 come through in the last 2 weeks, which is pleasing. The Intermediate have been very particularly supportive.

As an indication, during February of this year, we had 34 Year 9 enrolments, mostly current locals not new residents.

### 4 Student trustee elections

Schools in Auckland are required to “pause” their election processes while we remain at Level 4 (information from NZSTA dated 15 September).

Schools outside Auckland have been granted an extension to their elections to Boards of Trustees. Presumably that will be the case for us once we have more certainty about alert levels.

NZSTA has created a range of resources to help boards promote student representative elections. They include posters encouraging students to nominate and vote, a video to share on the school's website, Facebook and other digital and social media platforms and school newsletter content.

## **5 Student and staff achievements**

Congratulations to two Pukekohe HS student athletes who have been selected to attend the annual University of Waikato Chiefs Region Under 18 Development Camp - Cohen Brady-Leathem and Liukhane De Thierry-Rhind.

Congratulations, too, to Rhiannon Martel, who joined our staff as a school nurse earlier this year. Rhiannon has recently completed her PhD, which has been included in Auckland University's Dean's List, placing it among the top 5% of doctoral theses for 2021.

## **6.3 Property, Health & Safety Report**

### **PROPERTY**

- 1. 10YPP.** Due to ongoing issues in the Massey block toilets and to a lesser degree the toilet block near the staffroom we had a visit from Brenda Roberts, MOE Property Advisor just before lockdown. We had informed Brenda of the issues with students vandalizing toilets and also meeting in there to vape etc.

Brenda suggested certain modifications could be made in line with toilet block positioning and layout in the new builds the MOE is currently undertaking. Once we agree on the details of the suggested alterations we would then seek an amendment to the current 10YPP.

### **HEALTH & SAFETY**

- 1. Staff accident-electrocution.** We were contacted two weeks ago by Worksafe to discuss the serious incident report we submitted on this issue. Worksafe were happy with our post incident actions and noted in particular the speed with which those actions were undertaken. They were also keen to find out what learnings we gained from the incident. They will not be investigating further and have now closed the matter in their books.
- 2. Covid.** As you are aware one of our staff tested positive for Covid and under Richard's management and direction the school and its community reacted promptly and efficiently. Nearly 2000 staff and students have been tested and many took steps towards vaccination. Many whanau members also took the appropriate action. We understand there are no other sites of interest in Pukekohe and the staff member has now recovered. The downside of course was the very long queues at testing sites in the first few days. Some staff waited for 6 hours and then had to come back the next day before they got their tests.

Our caretaker Andrew Hargreaves has done a fine job displaying the appropriate Covid related signs on the schools grounds and ensuring the security and integrity of all the school's buildings during lockdown. The opportunity for robbery, vandalism etc at such a large site as PHS during lockdown is huge and we thank Andrew for his continued efforts.

Denis Murphy

#### **6.4 Student Representative Report**

Students feel as if they've been inundated with work, especially those that have to teach themselves papers at home, while handing in internals, while looking after younger family members or going to work. It feels as if we've been backed into a corner because we know that we need to be making sure that we're keeping up to pass the year (even though we're feeling overwhelmed by the workload), and the Year 13 cohort is especially feeling the pinch, since we need to worry about UE on top of gaining the 60 Level 3 credits. Of course, the fault doesn't lie with teachers assigning work, it lies with the terrible timing in the year in regard to exams and the end of the year. The impending exams, combined with the lack of motivation and lack of face-to-face class time have many of us worried that we may not be able to achieve this year.

The reduced NCEA achievement requirements have relieved some of the pressure, but not enough for us to feel as confident as we had been prior to the lockdown.

Celeste Nyatsanza

#### **6.5 Staff Representative Report**

Lockdown will always be challenging but overall staff are in good spirits, helped by staff events: quizzes and māori language week challenges as well as the odd hilarious video from SLT being part of what is keeping many of us sane!

The device roll out from the Ministry is happening and hopefully this will improve the engagement from students. The concern from staff is very much about the coming term 4 and how hectic and stressful this will be, as well as concerns about current student output and how this will also have a knock on effect. Anecdotally, it's been very quiet in zoom meetings with our ākonga. This will be down to many things, not necessarily just motivation but also connectivity (WiFi or a device) but also many struggle with the lack of face to face communication.

Overall, kaiako are working hard to engage their classes and are doing a brilliant job in difficult times.

Laura Abbott



## 7.1 Curriculum Report

<b>Title</b>	<b>Curriculum Report</b>
<b>Date</b>	<b>16 September 2021</b>
<b>Prepared By</b>	<b>Ben Stallworthy, Chair / Lincoln Sharp</b>
<b>Approved By</b>	<b>Ben Stallworthy, Chair</b>
<b>Purpose</b>	<b>Information request.</b>
<b>Recommendation</b>	<b>That the Principal report back to the Board of Trustees about:</b> <b>a. Courses that have been removed including the rationale for each of them being removed.</b> <b>b. Courses that have been altered in scale (i.e. limited from a full year course a reduced timeframe), with the supporting rationale for the change.</b> <b>c. Courses that have been added, and the rationale for them to be added to the curriculum.</b>

### **Introduction**

Pukekohe High School has recently made changes to the curriculum delivered and concerned parents have contacted Board Members.

Specifically, about the removal of technical subjects including Rural Science and Business, Enterprise and Accounting (BEA) as full year subjects in Years 9 and 10.

### **Discussion**

The concern is that the only subjects that can be taken for a full year are arts, music and languages. So students are not able to choose a technical subject for a full year (*examples given were food, hard materials, building*).

Some students would want to do these subjects for a full year and delivery at Years 9 and 10 may prepare students for the future full year course. The reduced or removed subjects represent life skills that will better prepare some students for future career opportunities than languages, art or music.

Students can only choose a maximum of two technical subjects forcing student to do a language, art, music subject, something that they may not be motivated to do, thereby wasting resources.

Another concern is that Pukekohe serves a rural town and the rural sector is a huge part of New Zealand's economy and society. Further, BEA teaches student's basic business and financial literacy skills. Both important subjects that lead on to UE subjects.

The Board is keen to understand these changes and reasoning behind them so is requesting written feedback.