



AGENDA

NOTICE OF MEETING 2021

**A meeting of the Pukekohe High School Board of Trustees
will be held at 6 pm, 18 October 2021 via zoom**

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 20 September 2021 have been circulated to all Trustees | |
| 4. Correspondence | 5 min |
| 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 Transport Eligibility Zone | |
| Recommendation: | |

'That the Pukekohe High School Board of Trustees agrees to the exemption proposed by the Ministry of Education for Waiuku College to extend their 850 Glenbrook Road bus route to end at Waiau Pa Primary School'

7.2 Sabbatical Request

Recommendation:

'That the Pukekohe High School Board of Trustees approves a term's sabbatical for the principal, Richard Barnett, during term 1 of 2022.'

8 Items for Information

8.1 Junior Curriculum Report

9 Meeting Closes approx.

7.00pm

Next Meeting: Monday 15th November 2021

6.1 Financial Report

Commentary on September 2021 Financial Statements

1. Attached is the September 2021 income & expenditure statement, balance sheet and graphs showing surplus vs budget and working capital vs budget. Also attached is an updated year end projection.
2. Things have deteriorated somewhat after last month's good result. After the small surplus we made in August of \$4,943 we incurred a loss of \$68,836 in September.

3. **Backdated Depreciation**

As you are aware we have changed over to the XERO accounting system from MUSAC but an issue was uncovered as we culled and then reconciled the fixed asset register. Hundreds of individual assets which still have a book value were renumbered, imported into XERO and put in the correct categories. In doing so XERO recalculated the year's depreciation and the total year to date figure increased by around \$34,000. Having said that depreciation is still \$103,000 under budget.

However the increase in depreciation added to the September loss of \$68,836 means that our YTD deficit is now \$131,632 against a budgeted surplus of \$122,300. Variances causing this are listed below.

4. **Income and Expenditure Variances**

Income

- Interestingly enough income is not the issue. In fact the total income position has improved since August in that we were \$41,000 under budget last month but now only \$7,000 under budget against total income budgeted of nearly \$12.6 million. Considering the lack of local activity/sport/international income due to Covid this is quite a good result.

Expenditure

- Finance, admin and property costs are all under budget while curricula and depreciation are significantly under. Staffing costs are significantly over budget (we have discussed the reasons in previous reports) but they have gone further ahead of budget recently. Of course the major contributor to is the ongoing unbudgeted HR costs.

YTD surplus/deficit.

- The net effect of all the above is that we are now \$254,000 behind budget of which \$200,000 is the unbudgeted HR costs.

5. **Staff banking**

At the end of September staff banking is \$26,410 in our favour but we will get that down to zero over the next few payrolls. There has been a bit of staff movement over the last few months and accordingly the banking swung dramatically in our favour. However we would rather have the money now than wait for the MOE to repay it next year so getting the figure to zero is the best result.

6. **Working Capital**

Working Capital has dropped from \$664,184 to \$620,021 due to the September loss.

7. **2019 and 2020 annual accounts**

We are in discussions with the auditors and the MOE about these two years' annual accounts. We would like this issue solved and the MOE view is that now the HR issue is resolved the 2019 accounts could be signed off as a true and fair view of the school's finances. Then the auditors could start work on the 2020 accounts.

8. **BOT Election next year**

We have had a quote from an organisation to act as our Returning Officer in next year's BOT elections. It is around \$5,000 and the organisation takes care of every aspect of the election. It is recommended that we take up this offer smartly as we suspect a lot of schools would go for this option and we would beat them to the jump.

9. Updated year end projection

Based on updated information from August and September the new year end projection is attached.

10. Current Actions/ Projects

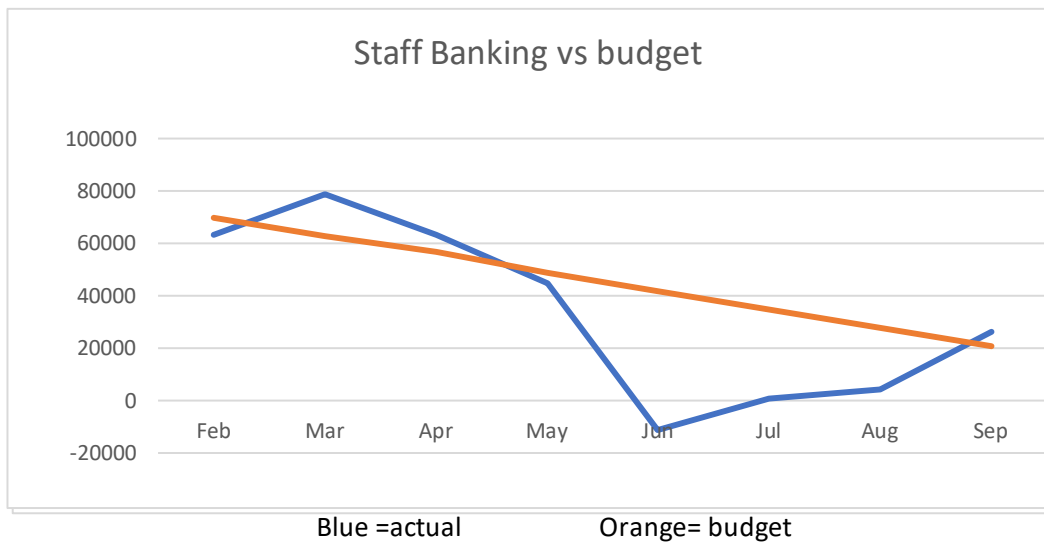
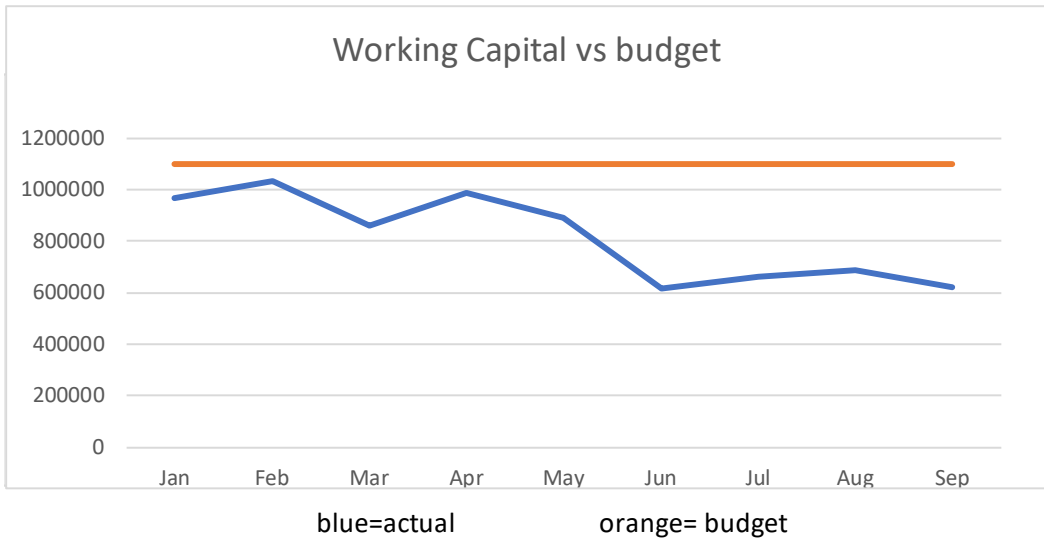
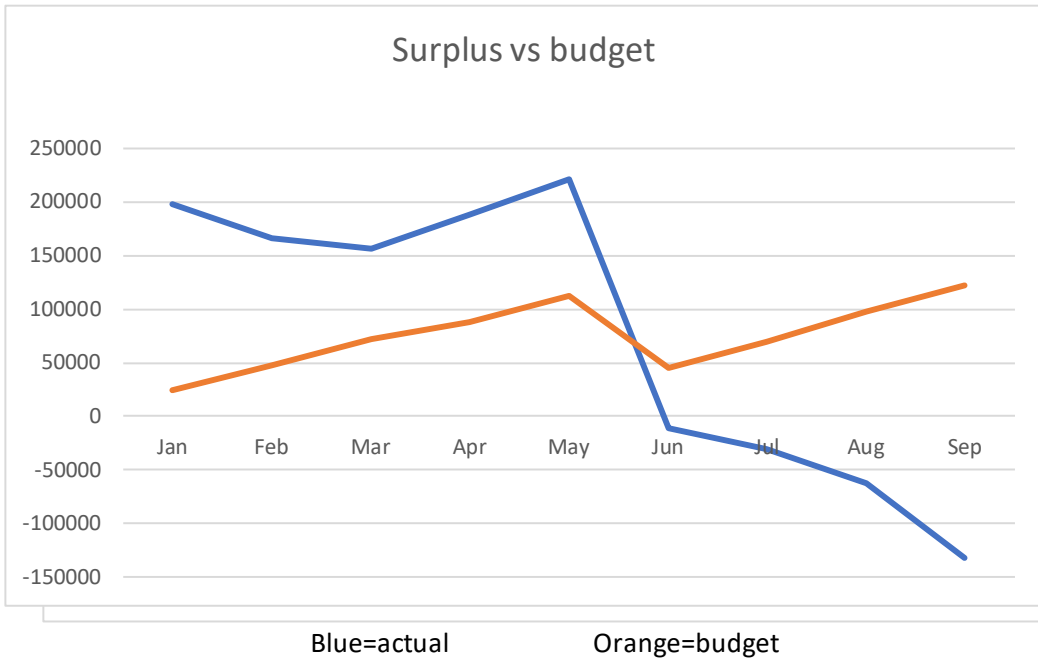
	Commenced	Action	Result: (green-done, yellow-in progress, red-not started)
1	Feb 2020	Conclude the 2019 financial statements engagement with our auditors	Please see above.
2	Jan 2021	Prepare a Capital Projects template for seeking approval of Board, recording progress and concluding the project	First 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.

Pukekohe High School
Income and Expenditure Report
For the 9 months to 30 September 2021

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	Actual Sep \$	Actual YTD \$	YTD Budget (Unaudited) \$	Variance Actual \$	% Variance
Income					
Government Grants					
Operations Grant	385,035	3,559,796	3,415,302	144,494	4
Teachers Salary Grant	754,941	6,690,067	6,576,917	113,150	2
Use of land & buildings	241,667	2,175,001	2,174,994	7	0
	1,381,643	12,424,864	12,167,213	257,651	2
Locally Raised funds					
Donations/Fundraising/Acti	10,048	49,403	31,050	18,353	67
Sport Income/exp	176	(31,843)	83,894	(115,737)	(138)
Other activities inc/exp	8,600	119,084	243,747	(124,663)	(51)
	18,824	136,644	358,691	(222,047)	(61)
International Students	(6,662)	19,315	44,699	(25,384)	(57)
Investment income	41	3,230	20,250	(17,020)	(84)
Total Income	1,393,846	12,584,053	12,590,853	(6,800)	0
Less expenses					
Learning Resources					
Staff Expenses	221,786	1,741,521	1,311,268	430,253	33
Teachers Salary-MOE fun	748,383	6,683,509	6,576,917	106,592	2
Curricula	49,848	404,183	528,586	(124,403)	(24)
Curricular Other	2,414	29,364	49,383	(20,019)	(41)
	1,022,431	8,858,577	8,466,154	392,423	5
Administration					
Staff expenses	53,997	482,468	425,732	56,736	13
ICT	14,552	166,028	164,133	1,895	1
General/Consumables/Leg	1,031	28,874	81,630	(52,756)	(64)
BOT Expenses	1,185	17,246	22,887	(5,641)	(25)
Communication	7,705	22,787	36,774	(13,987)	(38)
Audit/Accounting	1,058	10,227	12,537	(2,310)	(19)
Risk Management	8,648	17,498	32,634	(15,136)	(46)
	88,176	745,128	776,327	(31,199)	(4)
Property					
Use of land & buildings	241,667	2,175,001	2,174,994	7	-
Caretaking/Cleaning	23,306	159,990	137,646	22,344	6
Staff expenses	15,107	151,920	149,889	2,031	1
R&M/Cyclical Maintenance	14,322	120,857	162,666	(41,809)	(26)
Heat, Light and Water	14,361	108,761	117,630	(8,869)	(8)
Grounds	1,769	44,318	22,033	22,285	101
Security	913	12,134	8,550	3,584	42
	311,445	2,772,981	2,773,408	(427)	(1)
Finance Costs	2,084	4,624	15,417	(10,793)	(70)
Depreciation	38,546	334,375	437,247	(102,872)	(18)
Gain/loss on Sale of Fixe		-	-	-	
	40,630	338,999	452,664	(113,665)	(20)
Total Expenditure	1,462,682	12,715,685	12,468,553	247,132	2
Surplus/(Deficit)	(68,836)	(131,632)	122,300	(253,932)	(216)

Pukekohe High School					
Statement of Financial Position					
As at 30 September 2021					
			2021	2021	last month
			Actual	Budget	Actual
			\$	\$	\$
Current Assets					
Cash and Cash Equivalents			806,997	190,659	1,290,879
Accounts Receivable			85,458	72,946	133,516
Inventories			3,797	3,797	3,797
Investments			-	1,783,274	-
			896,252	2,050,676	1,428,192
Current Liabilities					
Accounts Payable			5,309	164,830	8,423
Govt Grants Received in Advance			65,815	-	409,716
International Student Funds			86,991	273,550	94,547
Student Funds received in Advance			67,905	48,932	68,905
Provision for Cyclical Maintenance			123,402	70,515	111,649
Finance Lease Liability - Current Portion			96,153	77,559	88,878
GST payable			(3,756)	17,737	113,980
MOE Property Projects			(165,588)	298,952	(154,370)
			276,231	952,075	741,728
			620,021	1,098,601	686,464
Working Capital Surplus/(Deficit)					
Non-current Assets					
Property, Plant and Equipment			2,285,514	1,935,617	2,338,624
			2,285,514	1,935,617	2,338,624
			-	-	-
Non-current Liabilities					
Provision for Cyclical Maintenance			190,706	261,246	190,076
Finance Lease Liability			187,193	114,586	202,073
			377,899	375,832	392,149
			2,527,636	2,658,386	2,632,939
Net Assets					
Equity					
Accumulated Funds			2,499,915	2,557,223	2,499,915
Furniture Grant			159,353	-	159,353
Surplus/(deficit)			(131,632)	101,163	(26,329)
			2,527,636	2,658,386	2,632,939



Pukekohe High School								September		
Year end financial projection 2021										
	July	Aug	Sep	Oct	Nov	Dec	Full yr	Annual	Variance	
	YTD	Act	Act	Est	Est	Est	to 31 dec	budget		
	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	\$000s	
Income										
Government grants	2759	418	385	382	382	381	4707	4554	153	
Investment income	5	1	0	1	1	1	9	27	-18	
Locally raised funds										
donations/fundraising/activities	78	-6	19	16	16	15	138	286	-148	
International Students	35	6	-7	2	2	2	40	58	-18	
net trading	-24	0	0	0	0	0	-24	-53	29	
	89	0	12	18	18	17	154	291	-137	
total income	2853	419	397	401	401	399	4870	4872	-2	
Expenditure										
Learning resources										
Curricula	433	33	50	46	46	46	654	752	-98	
Curricula other	33	4	2	4	4	4	51	83	-32	
Extra curricula	15	2	1	1	1	1	21	29	-8	
Staff development	183	25	16	15	15	15	269	182	87	
Staff expenses	1130	194	207	200	200	280	2211	1611	600	
	1794	258	276	266	266	346	3206	2657	549	
Administration										
Audit/accounting	9	1	1	1	1	1	14	14	0	
BOT	16	0	1	2	2	2	23	30	-7	
Communication	5	1	8	2	2	2	20	22	-2	
General/consumables/legal	-18	1	1	-1	-1	-1	-19	15	-34	
Risk management	8	1	9	1	1	1	21	34	-13	
Staff expenses	373	55	54	49	49	80	660	592	68	
	393	59	74	54	54	85	719	707	12	
Property										
Caretaking/cleaning	119	18	23	16	15	15	206	184	22	
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	15	14	10	10	9	137	157	-20	
R&M/cyclical maintenance	115	11	14	18	18	17	193	217	-24	
Staff expenses	122	15	15	17	17	25	211	205	6	
	469	62	69	64	63	69	796	804	-8	
Depreciation	227	30	38	32	32	32	391	583	-192	
Finance costs	2	1	2	2	2	2	11	20	-9	
Total expenditure	2885	410	459	418	417	534	5123	4771	352	
Surplus/deficit	-32	9	-62	-17	-16	-135	-253	101	-354	
less unbudgeted HR costs							200		200	
							-53	101	-154	

6.2 Principal's Report



PUKEKOHE HIGH SCHOOL

MAAORI & PASIFIKA ENGAGEMENT AND ACHIEVEMENT PROGRESS REPORT

The purpose of this progress report is to share information about Maaori and Pasifika engagement and achievement with the Pukekohe High School Board of Trustees. The measures for progress include attendance, NCEA Level 1 Literacy and Numeracy and NCEA Levels 1 – 3 achievement data. Also included are findings from this data, and responsive actions for improved student outcomes.

REPORTING PERIOD: October 2021

ATTENDANCE DATA

As of the End of Term 3

Year	Percentage of Students 90% attendance or above (MOE regular attendance definition)
2018	53%
2019	61%
2020	70%
2021	63%

ACHIEVEMENT DATA FOR NCEA LEVEL 1 COHORT

As of the End of Term 3

	Literacy	Numeracy
Sept 2020 Overall	62%	72%
Sept 2021 Overall	77%	83%
Sept 2020 Maaori	56%	63%
Sept 2021 Maaori	61% 49/80	73% 58/80
Sept 2020 Pasifika	20%	63%
Sept 2021 Pasifika	55% 16/29	59% 17/29

NCEA Level 1 – 3 Predicted Achievement

	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%

Note: The 20 September data point shows the same data as at 31 August.

NCEA Level 1 – 3 Achievement to date – Maori Students

	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)

Note: The 20 September data point shows the same data as at 31 August.

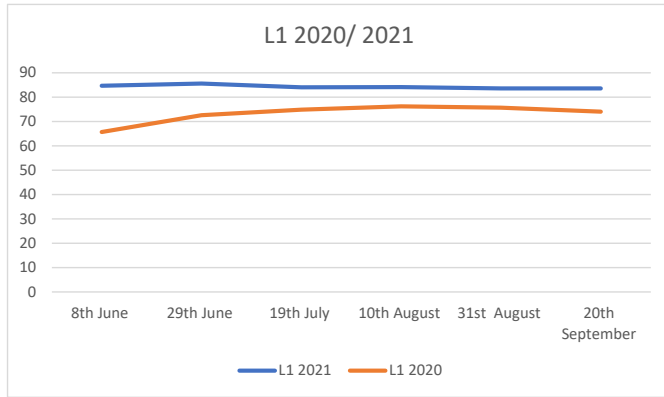
NCEA Level 1 – 3 Achievement to date – Pasifika Students

	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)

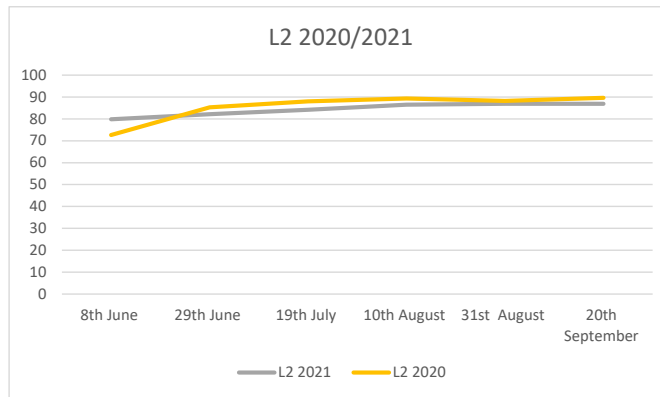
Note: The 20 September data point shows the same data as at 31 August.

NCEA Level 1 – 3 Comparative data (2020 – 2021)

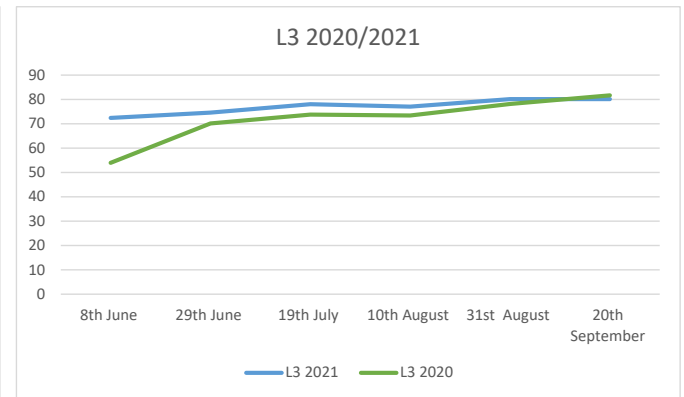
NCEA Level 1



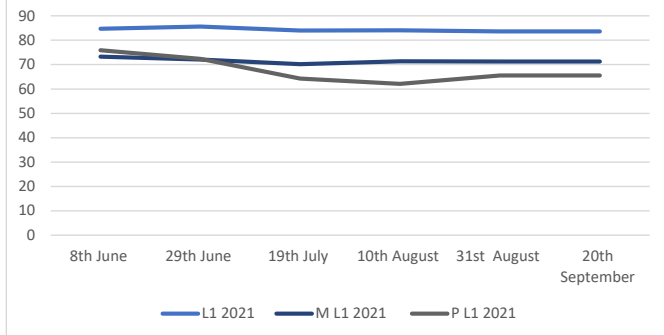
NCEA Level 2



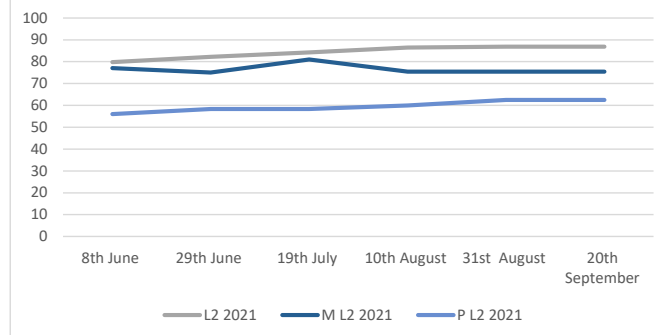
NCEA Level 3



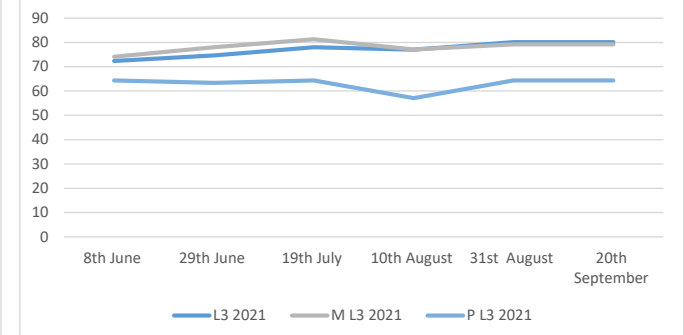
L1 Maaori, Pasifika Comparison to Overall 2021



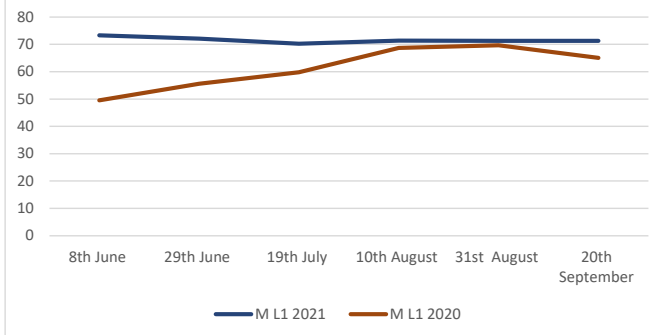
L2 Maaori, Pasifika Comparison to Overall 2021



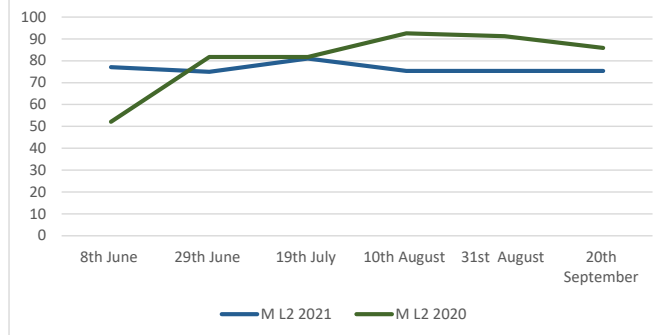
L3 Maaori, Pasifika and Comparison to L3 2021



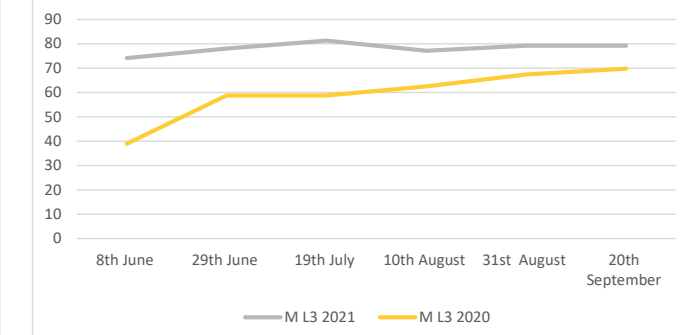
L1 Maaori 2020/2021

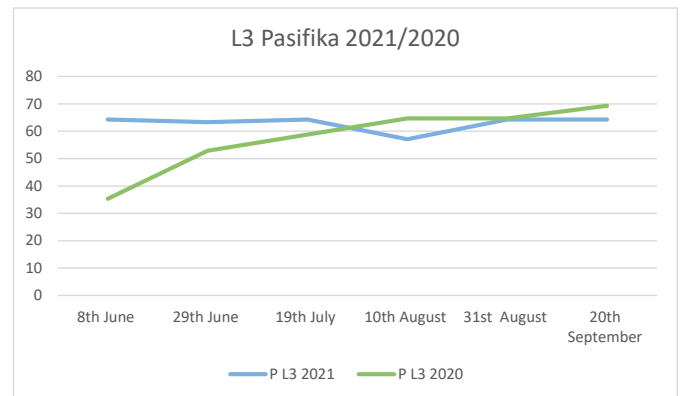
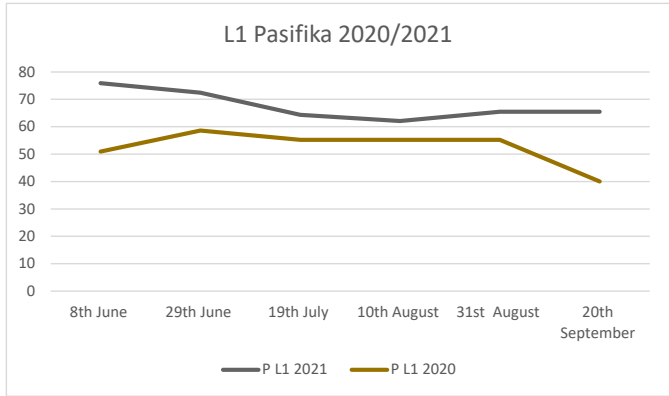


L2 Maaori 2020/2021



L3 Maaori 2020/2021





FINDINGS:

- Māori Level 3 data is tracking close to overall predicted results.
- In comparison to 2020 most of the data points are tracking well. We have until the end of February in 2022 to submit additional standards to NZQA
- We need to be realistic about the number of internal and external NCEA standards that students will be able to complete during term 4 – we are in constant contact with NZQA and other schools to ensure we are able to be agile and responsive with our plans to support students.

RESPONSIVE ACTIONS:

- Individual Education Plans (IEPs) through SchoolPoint will be needed for students to identify and work towards their NCEA goals. SLT will need to take responsibility for contacting those students who do not return to school.
- Use of Wednesday mornings to run targeted workshops for identified students to boost credit levels
- Study hub workshops for targeted groups of students to ensure they achieve Level 1 Literacy as in 2020
- Homework club has operated successfully for Māori and Pasifika students and will need to be set up again as soon as we are back on site.
- Workshops in Te Wahanga (Māori department) for those students who excel in Kaupapa Māori

Principal's report

Return to school in term 4

As you will be aware the government has announced the following steps for schools in Auckland:

- School will be open from 18 October for distance learning and those students who need to attend because they don't have appropriate care at home
- All school staff who work in schools and kura in Auckland and other Alert Level 3 regions are required to have returned a negative COVID-19 test result before they can return to working on site. This is regardless of their vaccination status.
- Mandatory vaccination for all staff working in schools – first dose by 15 November and second by 1 January 2022
- Weekly swabs for those who are not vaccinated during term 4
- Schools will be required to maintain a vaccination register for staff and students.

Meetings with the Ministry are ongoing this week to work through the details of the return to school during term 4. We will need to be flexible and adaptive to support our students and staff in the constantly evolving context of Covid 19.

Campus development plan – Stage 1

Despite the lockdown, planning for the 10-classroom block that will be built adjacent to the Harris Street entrance, and which will comprise stage 1 of the campus development plan, is progressing well.

We are coming towards to the end of the detailed design stage with the design team due to issue completed, detailed design packages for building consent and tender soon. At the time of writing, I am expecting those details within the next week.

Centenary update

Following the cancellation of the Centenary celebrations that were to have been held over Labour Weekend later this month, the centenary committee are planning a reduced programme of events on Saturday 5 March 2022.

The 100 Voices Project which aims to interview and film 100 ex-PHS students about their experiences at the school, and achievements since they have left, is developing well. The stories and film excerpts will be available on the website and placed around the school via QR codes.

During term 4 the school is planning to hold a ceremony for current students to install a pou that is being carved for the school by Ngāti Tamaoho kaumatua Ted Ngataki. Matua Ted is the master carver behind the pou on Pukekohe. This will be a significant and lasting memorial for the centenary.

The school is also conducting some surveys with different stakeholder groups about the current names of the five Houses.

PPTA Work Environment report

As discussed in the June principal's report, the PPTA have now conducted a Work Environment survey for all teachers at PHS. The survey was completed anonymously by 52% of teaching staff during the final week of term 2.

The Board Chair and I are meeting with the PHS branch chair of PPTA to discuss the report. The Associate Principal and I have met regularly with the Branch Chair and Secretary this year and this report will help inform the ongoing dialogue and constructive engagement. In particular, the key actions that I recommend in response to the report are:

1. Student behaviour management – at a staff meeting on the first Monday of term 3, the SLT launched an amended Behaviour and Relationships for Learning plan focusing on classroom behaviours. We need to ensure this is a priority as soon as we return to onsite learning.
2. Staff culture and wellbeing – this has already been a strong focus for the board and school this year and this work with outside facilitators Shayne Matheson and Sarah Ferguson needs to continue.
3. Communication – this is an area of concern voiced in the report. I propose setting up a staff working group to help provide strategies to address this aspect of the PPTA report which will help inform decisions by the SLT.

6.3 Property, Health & Safety Report

PROPERTY

- 1. 10YPP.** Late in the month a contractor undertook a condition assessment of every roof in the school using a drone. The report is still being written and the purpose was to get a good idea of how many of the roofs will need to be replaced. A significant sum has been allowed in the 10YPP recently approved by the Board and this report will dictate which building will need work. Some of our classroom blocks will be replaced during the new build so money will not be spent on them.
- 2.** We met with SIP Project Manager Steve Waters a couple of weeks ago to scope out the third and final SIP job now we know how much money there is to spend. The job involves smartening up the Harris St entrance including large lettering on the brickwork naming the school in both English and Te Reo. Also we will replace some of the ground tiles near the bollards and install new seating around the courtyard.
- 3.** The cleaning contractor has been on the job doing its normal quarterly holiday clean in the last few weeks but we have had a number of issues with them as far as (their) staff quality is concerned. We are considering terminating the contact but the downside of that is that the staff members are all covered by the Vulnerable Workers' Collective so we would just get them again but in a different company uniform!
- 4.** By the time this report is read the new cabins for the Music Department will have been installed and we are looking forward to them being of great assistance to both students and staff.

HEALTH & SAFETY

- 1.** Not much to report here other than the fact that there are no issues or accidents that we are aware of. A few unauthorized individuals have been on site over lockdown eg kids playing on the front courts and people walking their dogs but none appear to have done any damage to themselves or school property.

Denis Murphy

6.4 Student Representative Report

Students are worried we'll have a late start to Term 4 as a result of the steady increase in covid cases. Even if we go back on the 18th, we are going to need a colossal amount of support to get us past the metaphorical line, especially the seniors. I think this urgency could mean the homework club will be well attended, and the same will go for the study hub sessions during the study break. I could possibly ask the Academic Council to help with advertising both of these.

The feedback I've received in regard to the study break is that people are happy that their break hasn't been completely swallowed up, and that those with exams in the first few days will still have time to prepare at home prior to sitting their exams.

Celeste Nyatsanza

6.5 Staff Representative Report

Tensions and anxiety is running high amongst many staff members about the possible return to school. Immuno-compromised and those with young children are not only worried about their return but also about what to do in the best interests of their whānau.

As a staff, there are some common and difficult questions being raised; how is the safety of vulnerable staff being considered, how will the school be cleaned and kept safe, are teaching spaces up to ventilation and health standards, will face masks be provided?

At this stage, we can all acknowledge that there are more questions than answers but we also must acknowledge that at this stage in the year we are now facing credit-building scenarios only and it's about hard work not learning. Our priority, as staff, will be firmly fixed on Y13 and Y12 ākonga. We are facing an unprecedented situation and staff are already anticipating high stress and burn out just trying to get through it. Well-being needs to be tightly linked to the Term 4 plan, but we also need to make sure that the plan is working in the school's best interests too.

Laura Abbott

7.1 Transport Eligibility Zone

Transport Eligibility Zone (TEZ), Waiuku College

I have been approached by the principal at Waiuku College, Stuart Kelly. Waiuku College are seeking to align their enrolment zone with their TEZ from the start of 2022.

The MOE have proposed, following meetings with Waiuku College, an exemption that would enable Waiuku College to extend their 850 Glenbrook Road bus route to end at Waiau Pa Primary School.

Currently the TEZ "belongs" to Pukekohe High School but the area is not part of our enrolment zone.

The exemption would not impact on our current bus routes. Waiuku College have given the assurance that they have no intention of organising a bus route into Clarks Beach now or in the future.

The Board of Rosehill College, who received the same request, have given their agreement.

Resolution

'That the Pukekohe High School Board of Trustees agrees to the exemption proposed by the Ministry of Education for Waiuku College to extend their 850 Glenbrook Road bus route to end at Waiau Pa Primary School.'

Richard Barnett

7.2 Sabbatical Request

Request for approval for Sabbatical in Term 1, 2022

I am writing to request approval in principle from the Board for a sabbatical during Term 1, 2022. A term's sabbatical was approved by the Board in October 2020 to be taken this year, but I have delayed this request because there have been issues that have needed my personal attention. I now have an excellent SLT in place, Rachel, as AP has proven an excellent leader and educator and she has my complete trust and confidence to run the school in my absence, I started at PHS in July 2018, and while in some schools, 3.5 years is regarded as a little soon for a sabbatical, after consulting with my family, I think this is the right time for me to recharge and recuperate. While I have enjoyed the challenge and privilege of leading the school, and supporting the Board, over the last 3.5 years, it has been a tremendously busy, at times stressful, and at times challenging few years.

The precise details of the sabbatical are dependent on the ability to travel and the availability of leadership conferences either overseas or in New Zealand. As a theme for my sabbatical work, I propose to focus on schools that have successfully made significant changes to their culture and rates of student achievement. This would support the school's vision of Learning without Limits and the Board's goals for cultural change at Pukekohe High School.

If travel overseas is not possible at the beginning of next year, I would focus on in-depth visits to some schools in New Zealand that have achieved a significant degree of cultural change.

At the end of the sabbatical, I would table and present a report for the Board.

Resolution:

'That the Pukekohe High School Board of Trustees approves a term's sabbatical for the principal, Richard Barnett, during term 1 of 2022.'

8.1 Junior Curriculum Report

Curriculum report

Background

1. The school's Strategic Plan has *Empowering Curriculum* as one of its four key goals under the vision of *Learning without Limits*. We are aware of the need to continue to develop our curriculum to ensure it is engaging and localised and that it meets the needs of our diverse learners. This goal encompasses both the forthcoming changes to NCEA and the shifts we want to introduce for our junior curriculum.
2. Some staff have had the opportunity to work with Steve Saville from Cognition Education. Steve has worked with some of our Kaihautū and visited a number of classrooms over the last 12 months. Other staff have been involved in developing a small trial for integrated or project based learning in the junior school, which was due to take place in term 4. Unfortunately the trial will have to be postponed until 2022, given our current situation. However, this is invaluable mahi as we plan for a more future-focused curriculum.
3. In 2023 we will open a new 10 classroom block as the first stage of our campus redevelopment plan, which will see the school roll expand to 2,700 over the next decade, according to Ministry projections. The new classroom block will be a flexible learning environment, where spaces are able to be closed off and opened up depending on the nature of the learning taking place. We need to ensure that we have the appropriate curriculum and pedagogy for these new

spaces. We could prioritise junior teaching in this new block, at least initially.

4. Currently our junior curriculum does not fully meet the needs of all our students. For some there is an obvious lack of engagement. For some our expectations, in terms of what and how they learn, need to be higher. Visits to other schools by some of our curriculum leaders have shown the changes that those schools have made to overcome that lack of engagement. Having courses in the junior school where students can see themselves and their identity in what they are learning is crucial to building the skills, aptitudes and knowledge for senior secondary education.
5. Our timetable has a number of anomalies and unforeseen consequences that have evolved over time. For example, Year 9 Technology has been on a termly rotation, it has not been possible to take Dance in Year 9, accessing learning support has been problematic for some classes and there have been up to 6 or 7 junior classes on at one time in some subjects. The changes that we have introduced for 2022 will help to streamline our timetabling processes.

Specific changes to junior curriculum for 2022

1. It is important to remember that the school has to work within the eight learning areas of the New Zealand Curriculum (NZC) in Years 9 and 10 – English, Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Science and Technology.
2. Rural Science has been removed as an option for Year 10. Instead, some of the perspectives and knowledge of that course will be taught as part of the Science curriculum to **all** students not just those who have chosen Rural Science as an option in the past. Agriculture and Horticulture will continue to be important courses in the senior school and the success of students who follow these courses will not be impacted by the change in Year 10.
3. Business, Economics and Accounting (BEA) has been removed as an option for Year 10. Instead some of the perspectives and knowledge of that course, including financial literacy, will be taught as part of the Social Science curriculum to **all** students not just those who have chosen BEA as an option in the past. One of the four strands within Social Science is *The Economic World*. In 2023 the changes to NCEA standards will see Commerce condensed to one single subject, rather than taught as three individual subjects.
4. In making the above changes we are being equitable to each of the learning areas within the NZC. For example, subjects such as Classical Studies or Chemistry are not offered as Year 10 options – Rural Science and BEA have been the exceptions.
5. We have introduced some more semester options for students in Years 9 and 10. This is so that students can have more choice across the two year levels. For example, some students have selected semester courses within Technology while others have chosen Arts options – the new structure allows students to follow their preferences (and specialise to some extent) within the New Zealand Curriculum.
6. In 2022 students joining high school in Year 9 have been able to select Performing Arts (Dance and Drama). Previously students have been able to choose Drama but not Dance. Dance and Drama are two of the four disciplines within the NZC (the others being Visual Art and Music). This is the only new subject introduced for next year and has been introduced to ensure equity across the four disciplines and full curriculum coverage.

Year 9

ALL option subjects are single semester only. Each of these is only able to be selected once. Students must select two subjects from the Arts curriculum in order to meet the NZC requirements. In Year 9 students must select Te ao Māori (semester) unless they select Te Reo Māori (full year).

Curriculum Area	Semester A	Semester B
English	English	English
Maths	Maths	Maths
Science	Science	Science
Social Science	Social Science	Social Science
PE/Health	PE/Health	PE/Health
Technology	DDT FFT TEC - Multi materials	DDT FFT TEC – Multi materials
Arts	Music Core Music – Band Visual Art Performing Arts	Music Core Music – Band Visual Art Performing Arts
Languages	Te Reo Māori French Japanese	Te Reo Māori French Japanese

Year 10

Student programmes will consist of:

- English
- Maths
- Science
- Social Science
- PE/Health

Students will also select options from the Technology, Arts and Languages curriculum.

Curriculum Area	Semester A	Semester B
English	English	English
Maths	Maths	Maths
Science	Science	Science
Social Science	Social Science	Social Science
PE/Health	PE/Health	PE/Health
Technology	DVC (Semester) DIT (Semester) FDT (Semester) TEC – Multi (Semester)	DVC (Semester) DIT (Semester) FDT (Semester) TEC –Multi (Semester)
Arts	Music Core (Whole-year) Music Core (Semester) Music – Band (Whole-year) Visual Arts (Whole-year) Visual Arts (Semester) Dance (Semester) Drama (Semester)	Music Core (Whole-year) Music Core (Semester) Music – Band (Whole-year) Visual Arts (Whole-year) Visual Arts (Semester) Dance (Semester) Drama (Semester)
Languages	Te Reo Māori (Whole-year) French (Whole-year) Japanese (Whole-year)	Te Reo Māori (Whole-year) French (Whole-year) Japanese (Whole-year)

