



# AGENDA

## NOTICE OF MEETING 2022

**A meeting of the Pukekohe High School Board of Trustees  
will be held at 6pm, 14 March 2022 via zoom**

<https://zoom.us/j/96813081204?pwd=UzJEcDh5cW9RQnFRSXZNdmVtNzQ2QT09&from=addon>

## OPEN MEETING

### Welcome from Chair and Karakia

- |            |   |               |
|------------|---|---------------|
| <b>1</b>   | <b>Apologies</b>  | <b>2 min</b>  |
| <b>2</b>   | <b>Declaration of Conflict of Interest</b>  | <b>2 min</b>  |
| <b>3</b>   | <b>Confirmation of Previous Minutes</b>   | <b>3 min</b>  |
|            | Minutes of the Pukekohe High School Board of Trustees dated 14 February 2022 have been circulated to all Trustees                 |               |
| <b>4</b>   | <b>Correspondence</b>   | <b>10 min</b> |
| <b>5</b>   | <b>Extraordinary Business</b>   |               |
| <b>6</b>   | <b>Standing Items</b>   | <b>20 min</b> |
| <b>6.1</b> | <b>Financial Report</b>   |               |
|            | Recommendations:  |               |
|            | <i>'That the Pukekohe High School Board of Trustees appoints Deloitte, Hamilton as auditors for 2021, 2022 &amp; 2023.'</i>       |               |
|            | <i>'That the Pukekohe High School Board of Trustees investigates the following two options for use of the Glasgow Road field:</i> |               |
|            | <i>1. Formal MOE approved lease to a third party</i>  |               |
|            | <i>2. Converting the field to a user pays carpark.'</i>   |               |
| <b>6.2</b> | <b>Principal's Report</b>   |               |
|            | Recommendations:  |               |
|            | <i>'That the Pukekohe High School Board of Trustees amend the Board of Trustees meeting dates for the rest of 2022.'</i>          |               |
| <b>6.3</b> | <b>Property, Health and Safety Report</b>   |               |
| <b>6.4</b> | <b>Student Representative Report</b>  |               |
|            | Nil   |               |

**6.5 Staff Representative Report**

Nil

**7 Items for Decision**

**20 min**

**7.1 Pukekohe High School Strategic Plan – Attachment A**

Recommendations:

*‘That the Pukekohe High School Board of Trustees endorses ‘Learning Without Limits’, Pukekohe High School’s strategic plan.’*

*‘That the Pukekohe High School Board of Trustees endorses the Draft 2022 annual plan presented by the Acting Principal listing this year’s work to achieve the objectives of ‘Learning Without Limits.’*

*‘That the Pukekohe High School Board of Trustees authorises the Acting Principal to complete engagement with staff about the actions in the annual plan and then submit the plan to the Ministry of Education.’*

**7.2**

**Governance Kaupapa**

Recommendations:

*‘That the Pukekohe High School Board of Trustees authorise the Principal, Chair, Deputy Chair and Simon Williams to finish editing the Draft Governance Kaupapa and return it to the May 2022 Board meeting for approval.’*

**8 Items for Information**

Nil

**9 Meeting Closes approx.**

**7.30pm**

**Next Meeting: March 14<sup>th</sup>, 2022**

## 6.1 Financial Report

### Commentary on January/February 2022 Financial Statements

1. Attached are the January/February income & expenditure statement and balance sheet. There are no graphs this time as it is the first report for the year and we don't have a "trail".
2. We are showing a YTD surplus of \$67,424 against budgeted YTD surplus of \$29,923.
3. There are some variances worth noting and these are listed below.

#### 4. Income and Expenditure Variances

##### Income

- Government Grants are under budget by \$40,036 but that is due to ORS funding and ESOL funding not being received yet.
- Locally raised funds are down as again not much income from sports fees etc has come in yet but expenses have been incurred such as paying for centenary memorabilia, tournament fees paid out front and so on.

##### Expenditure

- Learning resources is well under budget and property, depreciation and finance costs are tracking well. Under Admin, BOT expenses are up due to a one off staff termination payment of \$5,000 and we have spent quite a bit on software programs and yearly subs for online learning etc.

##### Staff banking

There is no graph for staff banking yet but we are \$10,000 to the good at present.

#### 5. Working Capital

Working capital is below target by just over \$100k but still acceptable.

#### 6. Current Actions/ Projects

	Commenced	Action	Result: (green-done, yellow-in progress, red-not started)
1	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	Two of the last 3 of the 5YA projects (fire alarm upgrade and the climbing wall) have been signed off and sent to MOE for refunds leaving the Massy roof job to sort out. I am in discussion with the project manager on this.

#### 7. Auditor Appointment

In our December meeting a motion was passed that the Board reviews the appointment of the auditors for 2021, 2022 and 2023. We made a number of phone calls to and from the Auditor General's office and discussed Deloitte's culpability regarding the large HR issue we faced. The AOG office also noted appointing school auditors at present is problematic due to staff shortages etc

Having reviewed the situation we now recommend that the Board reappoints Deloitte as auditors for 2021, 2022 and 2023. Our “out” is that if we are unsatisfied with their performance we can withdraw from the contract.

**8. Use of Glasgow Rd field.**

At a previous meeting the Board was not in favour of investigating the possible sale of the Glasgow Rd field but it was agreed to review other possible uses of it. A number of individuals have approached the school asking if it is possible to buy or lease the land. We contacted MOE and Property Advisor Brenda Roberts noted that the school already has a Third Party Occupancy agreement with the Trades Academy for use of the land.

The MOE would support the Board leasing it to a third party if we take the following steps:

- Send an email or letter formally advising the Ministry of the Board’s desire to lease part of the school site
- Send the MOE a copy of a BOT minute where the lease proposal was discussed and agreed
- Complete a specific Ministry form downloaded from its website applying for Third Party Occupancy.

However Lincoln has an even better idea: that the school does not lease the land out but turns the area into a carpark which we believe could be good money earner for the Board. The area could be metalled and we could charge for carparks. Funding for the initial outlay could be sought and the area is probably big enough for 100 carparks.

We therefore recommend the school investigates the two options and presents a proposal to the Board at its next meeting.

**Pukekohe High School**  
**Income and Expenditure Report**  
**For the 2 months ended 28 February 2022**

	Actual Jan/Feb \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	Variance %
<b>Income</b>					
<b>Government Grants</b>					
Operations Grant	731,270	731,270	766,458	(35,188)	(5)
Teachers Salary Grant	1,472,076	1,472,076	1,476,924	(4,848)	(0)
Use of land & buildings	533,334	533,334	533,334	-	-
	<b>2,736,680</b>	<b>2,736,680</b>	<b>2,776,716</b>	<b>(40,036)</b>	<b>(1)</b>
<b>Locally Raised funds</b>			-		
Donations/Fundraising/Activities	1,380	1,380	4,764	(3,384)	(71)
Sport Income/exp	(12,833)	(12,833)	1,810	(14,643)	(809)
Other activities inc/exp	(3,414)	(3,414)	20,171	(23,585)	(117)
	<b>(14,867)</b>	<b>(14,867)</b>	<b>26,745</b>	<b>(41,612)</b>	<b>(156)</b>
<b>International Students</b>	<b>14,393</b>	<b>14,393</b>	<b>15,588</b>	<b>(1,195)</b>	<b>(8)</b>
<b>Investment income</b>	<b>493</b>	<b>493</b>	<b>834</b>	<b>(341)</b>	<b>(41)</b>
<b>Total Income</b>	<b>2,736,699</b>	<b>2,736,699</b>	<b>2,819,883</b>	<b>(83,184)</b>	<b>(3)</b>
<b>Less expenses</b>					
<b>Learning Resources</b>					
Staff Expenses	264,106	264,106	308,806	(44,700)	(14)
Teachers Salary-MOE funded	1,472,075	1,472,075	1,479,370	(7,295)	(0)
Curricula	46,234	46,234	89,088	(42,854)	(48)
Curricular Other	3,607	3,607	8,059	(4,452)	(55)
	<b>1,786,022</b>	<b>1,786,022</b>	<b>1,885,323</b>	<b>(99,301)</b>	<b>(5)</b>
<b>Administration</b>					
Staff expenses	86,404	86,404	104,828	(18,424)	(18)
ICT	57,153	57,153	39,764	17,389	44
General/Consumables/Legal	6,932	6,932	5,758	1,174	20
BOT Expenses	5,400	5,400	2,844	2,556	90
Communication	9,505	9,505	6,734	2,771	41
Audit/Accounting	-	-	2,055	(2,055)	
Risk Management	340	340	3,526	(3,186)	(90)
	<b>165,734</b>	<b>165,734</b>	<b>165,509</b>	<b>225</b>	<b>0</b>
<b>Property</b>					
Use of land & buildings	533,334	533,334	533,334	-	-
Caretaking/Cleaning	32,598	32,598	32,432	166	1
Staff expenses	24,722	24,722	31,572	(6,850)	(22)
R&M/Cyclical Maintenance	24,175	24,175	27,096	(2,921)	(11)
Heat, Light and Water	19,637	19,637	24,952	(5,315)	(21)
Grounds	6,158	6,158	8,352	(2,194)	(26)
Security	1,720	1,720	3,090	(1,370)	(44)
	<b>642,344</b>	<b>642,344</b>	<b>660,828</b>	<b>(18,484)</b>	<b>(3)</b>
<b>Finance Costs</b>	<b>1,947</b>	<b>1,947</b>	<b>1,232</b>	<b>715</b>	<b>58</b>
<b>Depreciation</b>	<b>73,228</b>	<b>73,228</b>	<b>77,068</b>	<b>(3,840)</b>	<b>(5)</b>
	<b>75,175</b>	<b>75,175</b>	<b>78,300</b>	<b>(3,125)</b>	<b>(4)</b>
<b>Total Expenditure</b>	<b>2,669,275</b>	<b>2,669,275</b>	<b>2,789,960</b>	<b>(120,685)</b>	<b>(4)</b>
<b>Surplus/(Deficit)</b>	<b>67,424</b>	<b>67,424</b>	<b>29,923</b>	<b>37,501</b>	<b>125</b>

**Pukekohe High School**  
**Statement of Financial Position**  
**As at 28 February 2022**

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>December Actual \$</b>
<b>Current Assets</b>			
Cash and Cash Equivalents	1,474,508	817,201	712,005
Accounts Receivable	106,026	140,938	154,534
Investments		85,573	-
Prepayments	11,227	10,032	0
GST		28,758	20,905
Inventories	3,797	3,797	3,797
	<b>1,595,558</b>	<b>1,086,299</b>	<b>891,241</b>
<b>Current Laibilities</b>			
Govt Grants in Advance	554,032		
Accounts Payable	86,877	51,509	130,845
International Student Funds	155,259	149,993	194,959
Student Funds received in Advance	23,198	22,646	17,545
Provision for Cyclical Maintenance-Current	85,391	80,102	80,102
GST	129,814		
Finance Lease Liability - Current	96,734	92,327	92,390
MOE Property Projects	(159,765)	(20,267)	(177,018)
Wages leave accrual/leaving account/Banked staffing	51,145	37,771	
	<b>1,022,685</b>	<b>414,081</b>	<b>338,823</b>
<b>Working Capital Surplus/(Deficit)</b>	<b>572,873</b>	<b>672,218</b>	<b>552,418</b>
<b>Non-current Assets</b>			
Property, Plant and Equipment	2,261,156	2,126,142	2,241,589
	<b>2,261,156</b>	<b>2,126,142</b>	<b>2,241,589</b>
<b>Non-current Liabilities</b>			
Provision for Cyclical Maintenance	190,811	190,706	190,706
Finance Lease Liability	182,991	172,481	192,577
	<b>373,802</b>	<b>363,187</b>	<b>383,283</b>
<b>Net Assets</b>	<b>2,460,227</b>	<b>2,435,173</b>	<b>2,410,724</b>
<b>Equity</b>			
Accumulated Funds	2,233,450	2,381,820	2,499,914
Furniture Grant	159,353	50,000	159,353
Surplus/(deficit)	67,424	3,353	-248,353
	<b>2,460,227</b>	<b>2,435,173</b>	<b>2,410,914</b>

## 6.2 Principals Report

### COVID-19 response

#### Staffing and distance learning

The current Omicron outbreak in our community has had an impact on the availability of our staff. At the time of writing this report, approximately 30% of our staff are required to be at home self-isolating due to COVID-19. This has meant that if all students were attending school onsite, we would have insufficient staff to fill these absences.

On February 24th we began rostering year levels home, and moved to a hybrid teaching and learning model. Initially this involved rostering one senior year level home each day, and then as numbers of staff requiring to be absent increased we moved to rostering two year levels home each day. While at home, our students are provided with distance learning materials which allows them to continue with their learning programme. We will continue to roster home in this manner until we have a consistent number of staff available to safely ensure onsite learning can continue for all.

Distance learning materials are provided for each subject on Microsoft Teams. A comprehensive audit of students was conducted at the beginning of the term to determine student access to devices and the internet at home. The Senior Leadership Team have used this information and have been in communication with whānau. Prioritising senior students, the school has issued 148 loan devices to students to use from home if they are unable to access one. Hardcopy packs of classwork are also provided to junior students requiring it.

#### Attendance during hybrid teaching and learning

As we move towards the peak of this outbreak of Omicron, many students and their whānau are required to self-isolate at home. Our attendance data management system records absent students as either distance learning if they are well but isolating, or absent due to medical reasons if they test positive for COVID-19. The following table represents the percentage of students present onsite during the days they are rostered to be at school:

Thursday 3rd March	68%
Friday 4th March	60.6%
Monday 7th March	66.3%
Tuesday 8th March	67%
Wednesday 9th March	64.6%
Thursday 10th March	60.3%

#### Positive COVID-19 cases within the school

The number of COVID-19 positive cases within the school has grown in proportion to that of our wider community. Our health response has followed Ministry of Education advice at each stage of the government response. We are currently following phase 3 Omicron advice. Students and staff have needed to self-isolate for 10 days if they are a household contact of a confirmed case, stay home if they are unwell, and follow all mask-wearing and social distancing requirements.

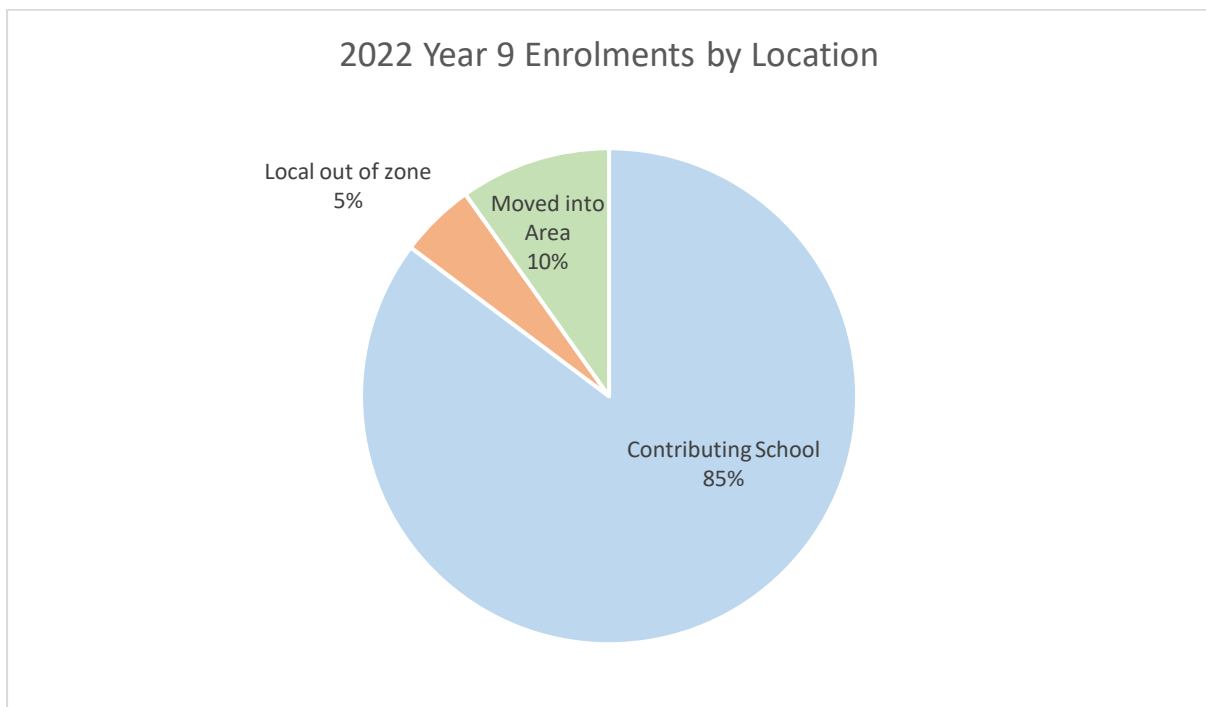
### March 1 roll return

#### (See Item 1)

Our roll return to the Ministry of Education on March 1 is included below. We have a total of 1830 students currently on our roll, with 5 international students and 81 out of zone students. The majority of these out of zone students are siblings of current or previous students.

#### Year 9 enrolments

- 85% of Year 9's enrolled were from contributing schools
- 10% of year 9's enrolled were families who moved into the area and were unaccounted for
- 5% of Year 9's enrolled were out of zone



### Changing of BOT Meeting Dates

Our business manager has requested we change the rest of the BOT meeting dates for 2022 to better suit the timing of financial reports.

I propose the following dates:

April 18<sup>th</sup> (5 weeks)  
May 23<sup>rd</sup> (5 weeks)  
June 20<sup>th</sup> (4 weeks)  
July 18<sup>th</sup> (4 weeks) (during school holidays)  
August 22<sup>nd</sup> (5 weeks)  
September 19<sup>th</sup> (4 weeks)  
October 24<sup>th</sup> (5 weeks)  
November 21<sup>st</sup> (4 weeks)  
December 19<sup>th</sup> (4 weeks)



## **Communication with community**

### **(See Item 2)**

Improving community engagement and communication has been a focus for Term 1. A schedule of fortnightly newsletters has been established as a forum to share with whānau key dates, events, and to showcase student success.

Following Ministry of Education COVID-19 letter templates and advice, we have sought to communicate clearly, and quickly with our community to keep them informed about the development of COVID-19 within our school, and to be a part of a wider community education plan regarding keeping safe during this outbreak.

We have also developed a social media strategy in order to increase positive community engagement. Engagement on social media has increased this term. From the period of 3 March – 9 March our Facebook page had 3770 views. This is up 22% on the previous month. Our Facebook followers also increased by 143% for the month.

## **Education Review Office Evaluation**

ERO have changed the way that they work with schools and are shifting to a more developmental approach to evaluation, supporting each school's improvement over time.

An ERO evaluation partner will work alongside each school. The evaluation partner will build a professional relationship with each school over time.

Their evaluation role will connect with each school's strategic planning and reporting cycle as part of an ongoing improvement journey. They intend to support schools to build and sustain high-quality evaluation as part of their planning for improvement focus.

Consideration of a school within its wider network and community is woven throughout the new Operating Model, which will also identify an opportunity to undertake evaluations at a community level.

The Senior Leadership Team met with Neil Harray from ERO on March 11. Neil is our new school evaluation partner and will work with us on an ongoing basis.

This year every school will have a public profile report published by ERO, which will be written in partnership with schools. This report will include the four following sections:

- Context of the school
- Strategic Aims
- Specific areas the school is working to develop
- Key next steps

While ERO are still developing their new model of evaluation, the intention at this stage is that following this public profile report, schools will have an evaluative report published on a 3 yearly cycle. We will next meet with Neil Harray during week 11 of Term 1.

Item 1 - March 1 roll return

**ENROLMENTS – Running Totals**

**1 February - 28 February 2022**

Regular Enrolments		9	10	11	12	13	14	Total
RE	Total	447	411	367	342	240		1807

Other Enrolments		9	10	11	12	13	14	Total
FF	International		1	1		3		5
EX	International - Exchange							0
AE	Alternative Education		1	6	5	1		13
RA	Returning Adult Student							0
NA	Not Attending	1	2	1		1		5
Total		1	4	8	5	5	0	23

		9	10	11	12	13	14	Total
Total Enrolments		448	415	375	347	245	0	1830

Zoning Status		9	10	11	12	13	14	Total
INZN	In Zone	425	388	355	328	230		1726
OUTZ	Out of Zone	22	23	12	14	10		81
NAPP	Not Applicable	1	4	8	5	5		23
Current Roll		448	415	375	347	245	0	1830

## Item 2 - SOCIAL MEDIA STRATEGY – PLAN ON A PAGE

<b>Strategic Goals</b>		<b>Social Media Overview</b>	
Increase number of inquiries from local students		Build awareness of our school by engaging current families. Promote content to drive growth and engagement.	
Increase awareness of our school activities.		Reconnect with alumni community. Discover and build new relationships within the community. Run social campaigns to promote.	
Improve our online brand.		Provide a positive public-facing medium for current, prospective, and former families. Offer a platform for more social proof via online reviews.	
<b>Business &amp; Communication Goals</b>		<b>Social Media Overview</b>	
Create an engaged community of students, parents, teachers, and alumni who remain actively interested in the school beyond their immediate experience with it.		Increase engagement by measuring the number of likes, comments, shares, and mentions our posts receive.	
Be the school of choice for both parents and students when considering secondary education within the Franklin District (our school zone).		Generate new leads by creating media-specific landing pages and monitor the clicks and conversations.	
Strengthen the perception in the community that Pukekohe High has a proud history of turning out young people who will have resilience and the ability to adapt to our ever-changing world.		Drive website traffic by measuring referral traffic and bounce rates.	
Build awareness that our school has a committed focus on student achievement whilst maintaining mental health and wellbeing.		Increase brand awareness by measuring follower counts and reach of posts.	
<b>Platform 1 – Facebook</b>	<b>Platform 2 – Instagram</b>	<b>Platform 3 - LinkedIn</b>	<b>Platform 4 - Website</b>
<i>Who am I talking to on this platform?</i>	<i>Who am I talking to on this platform?</i>	<i>Who am I talking to on this platform?</i>	<i>Who am I talking to on this platform?</i>
Parents Grandparents Some students Millennials	Current students Millennial parents	Alumni Local business Staff Prospective staff	Current parents Prospective parents Local business Grandparents
<i>Describe the role of this platform in supporting your goals</i>	<i>Describe the role of this platform in supporting your goals</i>	<i>Describe the role of this platform in supporting your goals</i>	<i>Describe the role of this platform in supporting your goals</i>

Increase engagement of our current community of parents and students through regular, relevant, and interesting posts.	Increase engagement of our current students to promote involvement in school activities.	Increase engagement of alumni & local business by providing regular, up to date information about student and school achievements.	Increase engagement of our school and local community through regular updates of school events and student achievement.
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## 6.3 Property Health & Safety Report

### Property, Health & Safety Report January/February 2022

#### PROPERTY

1. **SIP Project-Front Entrance & Landscaping.** The concreting has been done but we are still waiting for the new seating
2. **School Rebuild.** The courts have started. The digger arrived on Wednesday and trucks are coming and going moving earth out and metal etc in. The whole job will take 3 months. Site plan is attached.

#### HEALTH & SAFETY

3. **Covid-ventilation.** We purchased some huge industrial strength fans for corridors in Massey and other blocks and as well as all the desk fans we have got plus 40 or so heat pumps going flat out so ventilation is better than it has ever been. New ducting is being put in the music block for those rooms with no windows.
4. **Marquees.** We purchased 8 6mx 12m marquees for outdoor classes and are starting to erect these now.
5. **Nurses proposed contract for Standing Orders.** This contract has now been signed off by the school and the doctors concerned. The doctors are a husband and wife team from a local practice and they operate as a company. Having two of them will work well for our nurses as there is better coverage in case of illness etc.
6. **Health Centre stats.** This month's statistics are listed below. As expected the 3 nurses have been really busy due to Covid related sickness.

Event types	Number
Call outs	6
Case note history	34
Follow ups	11
Health Centre Visits	437
Medication administration	1
Sexual Health clinic	8

#### 7. Site Plan for New Court:



# Pukekohe High – 6 court multi full build Site Plan

Driveway out to Harris  
Street

Access path is shared with  
pedestrians – 10km speed  
limit



Driveway out to Harris Street

Access path is shared with  
pedestrians – 10km speed limit

rox. Location  
few Courts

Work Area

Temp Fence

Final court set out will  
determine final outline of  
the temp fence

Work Area

Shared Access unavailable between:  
Monday – Friday  
815-915am & 245-345pm

COVID QR sign on temp fence

Portaloo onsite for contractors

No water or power onsite

Tractor access to be allowed for  
around the tree

Final turf location – TBC onsite with  
school

## 7.1

<b>Title</b>	<b>Pukekohe High School Strategic Plan</b>
<b>Date</b>	<b>8 March 2022</b>
<b>Prepared By</b>	<b>Ben Stallworthy / Rachel Hamlin</b>
<b>Approved By</b>	<b>Ben Stallworthy, Chair</b>
<b>Recommendations</b>	<p><b>That the Pukekohe High School Board of Trustees</b></p> <ul style="list-style-type: none"><li>• <b>Endorses 'Learning Without Limits', Pukekohe High School's strategic plan.</b></li><li>• <b>Endorses the Draft 2022 annual plan presented by the Acting - Principal listing this year's work to achieve the objectives of 'Learning Without Limits'</b></li><li>• <b>Authorises the Acting - Principal, to complete engagement with staff about the actions in the annual plan and then submit the plan to the Ministry of Education.</b></li></ul>

### Introduction

Annually, a school Board of Trustees (the Board) is required to review its strategic plan and endorse the actions identified by management to achieve its objectives in that calendar year.

### Background

Normally, annual plans are submitted in March. This year because of the impacts of COVID the Ministry of Education is liaising directly with schools and Pukekohe High School is currently working on the plan.

In Pukekohe High School's case – 'Learning Without Limits'. This strategy was developed over a considerable period of time that included engagement with external experts and with staff, as follows:

- In May 2020, the board set the plan for strategy development.
- In July 2020, workshops were conducted with the board and Senior Leadership Team, supported by Springboard advisors.
- In August 2020, the Principal developed a strategic 'plan on a page' called 'Learning Without Limits'.
- In late-2020, 'Learning Without Limits' was consulted with staff and stakeholders.
- In December 2020, 'Learning Without Limits' was discussed with the Education Review Office.
- In March 2021, the Board endorsed the new strategic plan, 'Learning Without Limits'.

The annual plan is written by the Principal, and states the actions that the School will undertake to work towards the goals of the strategic plan. This year the Principal is on sabbatical, however the Acting-Principal has engaged closely with the Principal during development of the plan.

### Analysis

Based on the long period of consultation and the relatively recent adoption of 'Learning Without Limits' a review of the wider strategy is not recommended by management at this time.

At this meeting the Board is asked to review and endorse the Principal's annual plan. See Attachment A.

If the Board is confident in the plan, then it is asked to endorse the draft which subject to feedback from consultation with staff this month can then be submitted to the Ministry of Education.



# Pukekohe High School

## Strategic Plan and School Charter 2022



# Pukekohe High School Charter and Strategic Plan 2022

## Introduction Vision

### Statement

Learning without limits

### School context

Pukekohe High School is a coeducational secondary school catering for students from Years 9 to 13 from Pukekohe and its surrounding areas. Established as a Technical High School in 1922, and then renamed re-named Pukekohe High School in 1948, the school celebrated its centenary in 2022. At the 1 March 2022 roll return, the school roll was 1830, including 25% of students who are of Māori descent.

A new whare wānanga, Te Hikoi, was opened in December 2017. The school acknowledges the importance of building authentic relationships and interactions with Ngā Hau e Whā o Pukekohekohe marae, and Ngāti Tamaoho. The school is actively working with the Ngāti Tamaoho Trust to enact the Ngāti Tamaoho Education Strategy.

Under the Auckland Growth Plan, the school is expected to grow significantly in size over the next decade, and to remain the only high school in Pukekohe. A holistic campus development plan has been adopted by the Board of Trustees and Ministry of Education. A new classroom block encompassing 10 teaching spaces should be available from 2023, which will be Stage 1 of the campus plan. The school zone covers an area in which land use is rapidly transforming from agricultural to urban residential.

## School Values

In consultation with our community, Pukekohe High School established five values which underpin everything we do. These are:

- **Ako**
- **Manaakitanga**
- **Kotahitanga**
- **Puumautanga**
- **Arahitanga**

## Kāhui Ako

Pukekohe High School is an active part of the Pukekohe Kāhui Ako Community of Schools. The Pukekohe Kāhui Ako includes over 6000 students in Years 1 to 13 across 16 schools. The schools vary from rural to semi-rural to urban. Roll numbers range from 30 to 1800 and include two secondary schools, one intermediate, one special school, seven full primary and six contributing primary schools. Engaging with the Ngāti Tamaoho Education Strategy, and developing connected pathways for our learners are Kāhui Ako strategic objectives which Pukekohe High School will work collaboratively to achieve.

## Student Support structure

In 2019 Pukekohe High School re-structured the student support framework, from a vertical (mixed year level) to a horizontal (year level) structure, for implementation in 2020. The year level structure was developed with reference to the concept of 'ngahere' (forest) with multiple levels which ecologically connect and support one another to grow. This was aligned to the Waikato-Tainui whakatauaki: Kia tupu, kia hua, kia puāwai – To grow, prosper and sustain from Kiingitanga leader Princess Te Puea Heerangi.

## Unique place of Māori Culture

Pukekohe High School is committed to the principles of Te Tiriti o Waitangi (Partnership, Protection, Participation) and is actively seeking to be an example of biculturalism in our community. Our strategic plan includes the goal of enhancing and strengthening reciprocal Māori partnerships. The school is advised and supported by a Whānau Āwhina rūpū – who meet regularly through the year and who are independent of school leadership. The school also engages with the Ngāti Tamaoho Trust to work in partnership to meet Mana whenua aspirations for our rangitahi.

## Strategic Section



**PUKEKOHE**  
HIGH SCHOOL

## Vision: Learning Without Limits



### Empowering curriculum

#### Strategic goals

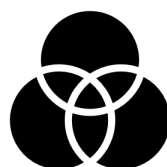
*Our focus as a community of learners is...*

Empowering curriculum that meets the individual needs of our diverse learners and enables them to explore and create new knowledge

#### Success statement

*We will know we are successful when...*

Multiple measures data shows strongly increased levels of engagement and achievement in learning



### Innovative leadership

Igniting the capacity of staff and students to achieve continuous school improvement through effective internal evaluation

Though distributed leadership there is a cycle of sustained improvement with new initiatives emerging from different levels of the organisation



### Inspiring environment

An inspiring physical, social and emotional environment that supports innovative teaching and learning

Students and staff have a strong sense of wellbeing, and pride in the school



### Impactful partnerships

Impactful and reciprocal partnerships, based on the principles of Te Tiriti o Waitangi (Partnership, Protection, Participation)

Pukekohe High School is an active treaty partner and an example of biculturalism in our community

## Annual Section

To support the school vision, and the strategic goals, the following professional learning aims have been established, and Professional learning actions for staff will align with these.

### Professional Learning Programme 2022

**Kotahi te kohao o te ngira e kuhuna ai te miro ma, te miro pango, te miro whero<sup>1</sup>**

*Through the eye of the needle pass the white thread, the black thread, and the red thread.*

#### **KAUPAPA/ VISION:**

To implement a responsive professional learning programme which: supports the school's strategic direction and ensure quality pedagogy and improve teaching practice which **accelerates** learning progress and promotes high academic achievement, particularly to advance **equity** and **excellence** goals.

#### **WHAAINGA / AIM(S):**

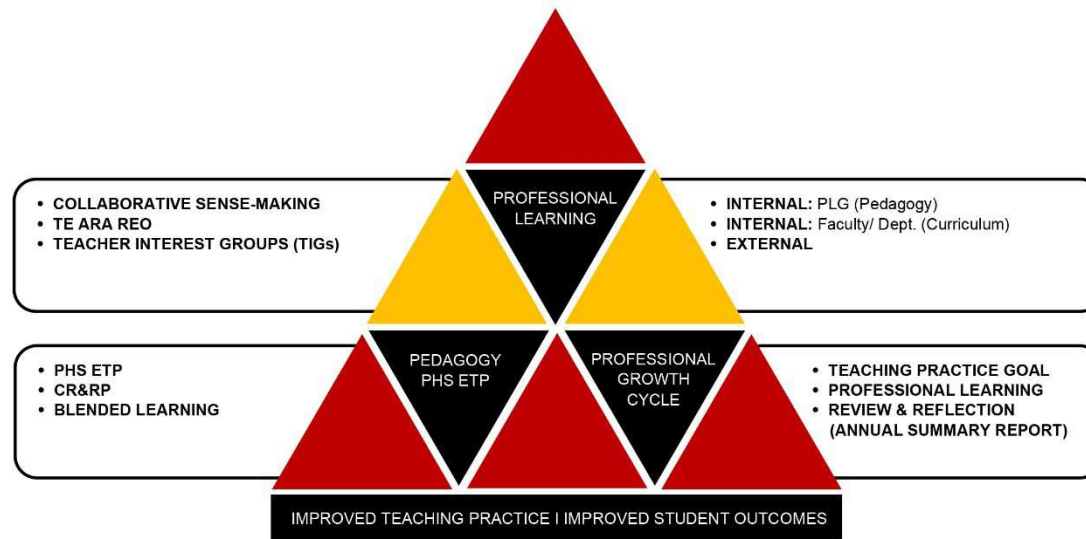
1. To support the school's strategic direction
2. To build capacity and support staff in the implementation of culturally responsive and relational pedagogy and readiness for the NCEA change programme
3. To evaluate progress and improvement continually to assess what is and is not working, and for whom, and then to determine what changes in practice are needed.

#### **MAATAAPONO / PRINCIPLE(S):**

Alongside the principles of *The New Zealand Curriculum* (Ministry of Education, 2007), *Ka Hikitia – Ka Hāpaitia, The Māori Education Strategy* (Ministry of Education, 2020), and *Tātaiako: Cultural Competencies for Teachers of Māori Learners* (Ministry of Education, 2011) the professional learning programme particularly draws on the concepts of:

- **Ako:** A teaching and learning process wherein sense-making is dialogic, interactive and ongoing, power is shared and reciprocity is vital (Ministry of Education, 2013; Kia Eke Panuku 2016)
- **Waananga:** Participating and engaging with others in learning and robust dialogue in the process of sharing and reflecting upon current understandings that leads to decision-making for future success and the creation of new knowledge (Ministry of Education, 2011; Kia Eke Panuku, 2016).

## PEDAGOGY / PROFESSIONAL LEARNING / PROFESSIONAL GROWTH CYCLE COHERENCE FRAMEWORK 2022



### REVIEW and EVALUATION:

Review and critically evaluate progress and improvement (individual/ group/ faculty/ department/ whole) throughout the year – including sharing data and analysis towards faculty/ department review(s); and reflection on teaching practice towards individual appraisal

### DEVELOPMENT OF TE REO MĀORI ME TE TIKANGA MĀORI

In accordance with the Education and Training Act 2020 to give effect to Te Tiriti o Waitangi, teachers must continue to develop their use of Te Reo Māori me te Tikanga Māori in order to meet the criteria for certification by the Teaching Council. All staff will be offered and supported to engage with PLD opportunities to enable their development. This will include a variety of delivery modes including face to face, online, in-school, and additional agencies.

# PUKEKOHE HIGH SCHOOL ANNUAL PLAN 2022

Ko te manu e kai ana i te miro nōnā te ngahere. Ko te manu e kai ana i te mātauranga nōnā te ao.

*The bird that consumes the miro owns the forest. The bird that consumes knowledge owns the world.*



Goals	Empowering curriculum We will develop a curriculum that excites all our young people and enables them to explore and create new knowledge to prepare them for their pathways beyond PHS	Innovative leadership We will ignite the ability of our school leaders and staff to continuously improve and evaluate what we do as a school	Inspiring environment We will create a physical, social and emotional environment that supports innovative teaching and learning and a strong sense of wellbeing	Impactful partnerships We will form meaningful and respectful partnerships with our whole community. We will be an active treaty partner and example of biculturalism in our community
Initiatives	Design and implement localised and authentic junior curriculum	<ol style="list-style-type: none"> <li>1. Create increased opportunities for staff to collaborate between and across learning areas</li> <li>2. Build High Performing Leadership Team capacity at multiple levels</li> <li>3. Work with student leaders to help build a strong sense of community and belonging</li> </ol>	<ol style="list-style-type: none"> <li>1. Campus redevelopment plan is adopted and actioned from 2021 to meet projected roll growth</li> <li>2. Ensure language, culture and identity is embedded across all contexts</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhance and strengthen reciprocal Māori partnerships</li> <li>2. Enhance and strengthen reciprocal Pasifika partnerships</li> <li>3. Enhance and strengthen reciprocal partnerships with all community stakeholders</li> </ol>
Actions	<ol style="list-style-type: none"> <li>1. Junior curriculum audit identifying connections and opportunities for planning of future focussed learning</li> <li>2. Further develop and embed rich localised curriculum by engaging with Ngāti Tamaoho Education Strategy, local organisations and local content</li> <li>3. Develop junior literacy strategies in preparation for NCEA literacy co-requisites</li> <li>4. Develop junior numeracy strategies in preparation for NCEA numeracy co-requisites</li> <li>5. Review courses to ensure students can engage in meaningful pathways through and beyond PHS</li> </ol>	<ol style="list-style-type: none"> <li>1. Create sustainable, ongoing leadership PLD programme for senior and middle leaders</li> <li>2. Combined Pastoral Leaders and Curriculum Leaders' meetings and planning built into meeting cycles</li> <li>3. SLT reach shared understanding of quality Inquiry for Excellence and Equitable Outcomes and feedback to Kaihautū</li> <li>4. Termly milestone reporting in Inquiry for Excellence and Equitable Outcomes is refined and embedded</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing consultation over Phase 1 of campus redevelopment plan with BOT, SLT, CLT and teaching staff to design flexible, differentiated teaching spaces in 10Ts block</li> <li>2. Property development: Perimeter fence, electrical and ducting upgrade, reroof of library and surrounding blocks, upgrade sound and lighting capability in the hall</li> <li>3. Further develop staff fluency in te reo Māori through ensuring a variety of modes of professional learning opportunities</li> <li>4. Staff participation in on-going workplace well-being programme</li> <li>5. Review and alignment of pastoral services</li> </ol>	<ol style="list-style-type: none"> <li>1. Re-establish and develop our partnership with our Whānau Āwhina rōpū</li> <li>2. Engage with Ngāti Tamaoho Education Strategy</li> <li>3. Continue to develop our partnership with our Pasifika communities with termly fono</li> <li>4. Engage with our Kahui Āko to further develop partnerships with whānau throughout the student's entire school journey</li> <li>5. Develop school alumni and community links</li> </ol>
Timing	<ol style="list-style-type: none"> <li>1. Term 1</li> <li>2. Terms 1-4</li> <li>3. Terms 1-4</li> <li>4. Terms 1-4</li> <li>5. Term 3</li> </ol>	Terms 1-4 ongoing	Terms 1-4 ongoing	Terms 1-4 ongoing

Responsibility	1. NV, SLT/CLT 2. SLT/CLT 3. PWS, SLT/CLT 4. PWS, SLT/CLT 5. NV, SLT/CLT	1. BN/HMR/PWS 2. TPD/NV/SLT 3. HMR/SLT/CLT 4. HMR/SLT/CLT	1. BN/HMR 2. BN/HMR/MB 3. PWS 4. PWS 5. TPD	1. TPD/NV/SLT 2. SLT/CLT/HYM 3. TPD/SLT 4. BN/HMR 5. BN/HMR/MB
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Measures	<p>Documentation is consistent and coherent across all learning areas.</p> <p>Learning Area Statements are complete and the NZC is clearly reflected.</p> <p>Local content knowledge is reflected in teaching and learning programmes.</p> <p>Relevant literacy and numeracy skills are included in all learning areas teaching and learning programmes.</p> <p>Students have access to their chosen pathways in and beyond PHS.</p>	<p>An agreed PLD programme in place, all Kaihautuu complete leadership PLD which is revisited termly in CLT and PLT meetings. Leadership development is a regular focus of 1:1 meeting between SLT and middle leaders</p> <p>A cohesive and connected Pastoral Team is established</p> <p>Consistent practice and coherent processes and procedures to support this are put in place to support our Pastoral priorities</p>	<p>Property plan progresses as per schedule</p> <p>Multiple opportunities for PLD in Te Reo Māori are promoted to staff at the beginning of the year.</p> <p>Te Reo Māori learning is embedded in all staff PL, including the Wednesday programme, accord TODs and PCT programme.</p> <p>Staff wellbeing a focus of 3 x whole staff PLD a term. Creation of a staff contact group for bullying prevention programme</p>	<p>Relationships and partnerships with our Māori whānau are maintained and strengthened through termly panui and kanohi ki te kanohi hui where possible.</p> <p>Key in-school initiatives to improve improve outcomes for Maori are shared with Whānau</p> <p>Relationships and partnerships with our Pasifika communities are maintained and strengthened through termly panui and kanohi ki te kanohi fono where possible.</p> <p>Key in-school initiatives to improve improve outcomes for Pasifika are shared with Whānau</p> <p>Active engagement with Ngāti Tamaoho through our school liaison. Opportunities for meaningful and reciprocal engagement are sought and acted upon</p>
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## 7.2

<b>Title</b>	<b>Governance Kaupapa</b>
<b>Date</b>	<b>8 March 2022</b>
<b>Prepared By</b>	<b>Ben Stallworthy / Simon Williams / Rani Amaranathan</b>
<b>Approved By</b>	<b>Ben Stallworthy, Chair</b>
<b>Recommendation</b>	<p><b>That the Pukekohe High School Board of Trustee:</b></p> <ul style="list-style-type: none"> <li>• <b>Note this report from the Chair; and</b></li> <li>• <b>Authorise the Principal, Chair, Deputy Chair and Simon Williams to finish editing the Draft Governance Kaupapa and return it to the May 2022 Board meeting for approval</b></li> </ul>

### Introduction

Good governance is a key objective of the Pukekohe High School Board (the Board) and this report provides an update on the review of Governance Kaupapa that was 'tabled' at the last meeting.

### Analysis

Currently, the Board has two key governance documents:

- The 2020 Governance Kaupapa; and
- A set of additional delegations adopted by the Board in March 2021 (See Attachment A).

The set of additional delegations was provided by the Board's legal advisors to cover delegations that were not recorded in the Governance Kaupapa.

The Governance Kaupapa was inherited from the previous Board, reviewed by the current Board and adopted in 2020.

At the last meeting the Board 'tabled' discussion of the document because it is apparent that it requires a significant amount of updating and edits and changes to ensure that Board practice matches policy including the following:

- The 2020 Education and Training Act considerably impacts the document and requires numerous changes.
- The delegations provided by the Board's legal advisor (*while still in effect by resolution*) should be incorporated into the document.
- Since the Governance Kaupapa was authorised, the Board has formed two committees:
  - A Human Resources Committee; and
  - A Finance and Property Committee.
- There are a number of minor edits requiring minor changes to capture items for example:
  - Changes to the Principal appraisal process.
  - Timing of agenda items being raised.
  - Clarification of electronic decision-making.

Since, the last meeting, the Chair, Deputy Chair and Simon Wilson have worked on draft a Draft Governance Kaupapa that incorporates the proposed changes.

However, the task is larger than expected and requires substantial re-editing.

### Future Plan

The Chair and Principal have discussed a plan that includes:

- Use of School administrative support to take the new (*post 2020*) NZSTA Governance Kaupapa template and create a document using this template, incorporating changes from the Education and Training Act 2020.
- A small team consisting of the Principal, Chair, Deputy Chair and Simon Wilson will review the draft and insert the changes that have been identified.
- A Draft Governance Kaupapa will be presented at the next Board meeting for endorsement.

## ATTACHMENT A ADDITIONAL DELEGATIONS

### Board Delegations Schedule

#### Background

The Education Act 1989 states that the Board has the power to govern the school including setting the policies by which the school is controlled and managed. The Principal, as the Board's Chief Executive, has complete discretion, subject to the policy directions of the Board, to manage the day to day operations of the school.

The Act also allows the Board of Trustees to delegate any of the functions or powers of the Board, (except the power to borrow, and the general power of delegation), either generally or specifically in some situations.

#### Board Delegations

##### 1. Currency

1.1. Until revoked, a delegation to a Committee or individual continues in force even if the membership of the Board or Committee changes.

##### 1. Delegations to the Chairperson of the Board



- 2.1. The Chairperson shall be the joint spokesperson, with the Principal, for the Board on all matters relating to the School and Board;
  - 2.2. The Chairperson shall have the authority to make decisions, in consultation with the Principal and Deputy Chairperson, that bind the Board when urgent matters require a decision (such as an emergency) and the convening of a Board meeting is not practicable under the circumstances of the emergency;
  - 2.3. The Chairperson shall represent the Board on all other day to day matters, including corresponding on the Board's behalf;
  - 2.4. The Board Chair is delegated the responsibility for undertaking the Principal's annual appraisal. The Board Chair may employ an external consultant and may include a second Board member.
3. *Delegations to the Principal*
- 3.1. The Principal shall be the joint spokesperson, with the Board Chair, for the Board on all matters relating to the School and Board;
  - 3.2. **Appointments**  
The Principal is delegated authority to appoint all staff. The Principal may delegate these powers to other senior staff.
  - 3.3. **Discretionary Leave**  
The Principal has authority to grant discretionary leave up to a maximum of five days for Teaching staff and authority to grant discretionary leave for support staff. The Principal may delegate this task to other senior staff.
  - 3.4. **Teacher Performance and Appraisal**  
The Board delegates to the Principal the attestation of teacher performance, and appraisals of all staff. In turn the Principal may delegate this task to senior members of staff.
  - 3.5. **Police Vetting and Teacher Registration**  
The Board delegates to the Principal the task of undertaking police vetting and teacher registration. In turn, the Principal may delegate this task to senior members of staff.
  - 3.6. **Associate staff**  
The Principal is delegated authority to deal with all employment issues relating to support/ancillary staff. This includes undertaking disciplinary investigations, performance management, convening disciplinary hearings, and issuing sanctions, including warnings and dismissal. The Principal may delegate some of these functions to senior staff.
  - 3.7. **Teaching Staff**  
The Principal is delegated authority to commence preliminary inquiries under clause 3.4.1 of the Secondary Teachers Collective, and resolve matters informally, and issue verbal and written warnings as appropriate. Should a matter be regarded as serious, then the Principal shall refer the matter to the Personnel Committee pursuant to clause 3.4.3 of the Collective.
  - 3.8. **Suspension**  
The Principal may suspend any employee, at any time, including during an inquiry or following receipt of a complaint, if satisfied that the welfare and/or interests of any student attending the school or of any employee at the school so requires.
  - 3.9. **Competency**  
The Principal shall be responsible for administering the competency procedures against teaching staff on behalf of the Board. This in turn may be delegated by the Principal to senior staff.
  - 3.10. **Budget**
    - 3.10.1 The Principal has authority to spend up to the limits of the approved annual budget within respective categories.
    - 3.10.2 The Principal has authority to replace capital items not approved in the budgeting process on an 'urgent' basis up to a limit of \$5,000. Power exercised under this authority will be reported to the next meeting of the Board.
  - 3.11. **Privacy Officer**  
The Principal is delegated authority to act as the Board's Privacy Officer. The Principal may delegate this task to a senior member of staff.
  - 3.12. **Official Information**  
The Principal is delegated authority to act for the Board when receiving, actioning and responding to any Official Information Act requests. The Principal may delegate this task to a senior member of staff.
  - 3.13. **Overnight Trips**  
The Principal is delegated authority to approve domestic overnight student trips. The Board has authority to approve overseas student trips.
  - 3.14. **School Closure**  
The Principal has authority to close the school if necessary due to exceptional circumstances, e.g. on advice of the Ministry of Health around pandemic issues or in an emergency.
  - 3.15. **Signing Declarations**  
The Principal can sign declarations on behalf of the Board in relation to information required by the Ministry of Education.
  - 3.16. **Mandatory Reporting**  
The Principal is delegated authority to complete any mandatory reports to the New Zealand Teaching Council.
  - 3.17. **Delegation to the Acting Principal**  
The Principal may delegate any or all of her powers, in writing, to the Acting Principal appointed, during a period of absence overseas, or during a period of extended leave lasting more than 7 days or in other situations as determined by the Principal.

### *3. Delegations to the HR Committee*

- 4.1. The HR committee will be chaired by the Chairperson or Deputy Chairperson of the Board.
- 4.2. At least three Board members will be on the committee and the quorum will be a minimum of three Board members.
- 4.3. The Principal will be an ex-officio member of the committee.
- 4.4. The student representative and staff representative are ineligible to be members of this Committee.
- 4.5. The HR Committee shall have the power to meet and consider any serious conduct issues that are referred to it by the Principal under clause 3.4.3 of the STCA.
- 4.6. The HR Committee may also review any penalties imposed on a staff member, at the request of that staff member or their representative.
- 4.7. The HR Committee may commence disciplinary procedures, including an investigation, convene a disciplinary hearing, and issue sanctions including warnings or the termination of employment, without further recourse to the Board.
- 4.8. The Committee may also suspend staff during an investigation or disciplinary process, or review the suspensions of staff by the Principal, and decide to confirm, revoke or otherwise deal with the suspension.
- 4.9. The HR Committee will report to the Board.

### *4. Delegations to the Finance and Property Committee*

- 5.1. The Finance and Property Committee will be chaired by a designated parent member of the Board.
- 5.2. The Principal will be a member of this Committee.
- 5.3. At least two Board members will be on the Committee with the Principal and the quorum will be a minimum of two members.
- 5.4. The Board delegates to the Committee the authority to make decisions on matters of finance and property only when urgency is required, and this will be reported to the Board at the next meeting.
- 5.5. The Committee is responsible for reviewing the reports provided and monitoring financial performance. The Committee should query items as deemed necessary and should approve the monthly financial report.
- 5.6. The Committee will also review reports provided and actions taken by the Business Manager including on:
  - 5.6.1. Property and maintenance;
  - 5.6.2. Minutes from the Health and Safety committee meetings which will be held twice a term and which will include a review of the accident and hazard registers;
  - 5.6.3. Emergency Evacuations.
- 5.7. The Finance and Property Committee will report to the Board.

### *5. Delegations to the Student Discipline Committee*

- 6.1. The Student Discipline Committee will be chaired by a designated member of the Board. The Chair has authority to delegate that function to any other eligible Board member.
- 6.2. The Principal, student representative and staff representative are ineligible to be members of this Committee when convened for disciplinary hearings.
- 6.3. All other Board members will be members of this Committee and the quorum at any meeting or hearing will be a minimum of two Board members.
- 6.4. The Board delegates to the Student Discipline Committee the authority to:
  - 6.4.1. Carry out the role of the Board of Trustees;
  - 6.4.2. Make any decisions under the Education Act 1989 in relation to students that are suspended. This includes the power to lift or extend a suspension, with or without conditions, or exclude or expel a student, without further recourse to the Board;
  - 6.4.3. Consider any requests for review or reconsideration and make any decision as necessary.
- 6.5. Decisions of the Committee may be appealed to the full Board.
- 6.6. The Student Discipline Committee will report to the Board.