



NOTICE OF MEETING 2022

**A meeting of the Pukekohe High School Board of Trustees
will be held at 6pm, 13 June 2022 in the staff room**

AGENDA

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 |
| <i>Minutes of the Pukekohe High School Board of Trustees dated 16 May 2022 have been circulated to all Trustees</i> | |
| 4 Correspondence | 10 min |
| 5 Extraordinary Business | |
| 6 Standing Items | 20 min |
| 6.1 Financial Report | |
| 6.2 Principal's Report | |
| Recommendation: | |
| <i>'That the Pukekohe High School Board of Trustees amend the Board of Trustees meeting dates for the rest of 2022.'</i> | |
| 6.3 Property, Health and Safety Report | |
| Recommendation: | |
| <i>"The BOT approves changes to the Pukekohe High School 10YPP to reallocate funds from autex and carpets to an urgent upgrade of the student toilets in the Massey and Administration blocks".</i> | |
| 6.4 Student Representative Report | |
| 6.5 Staff Representative Report | |

7 Items for Decision

20 min

7.1 Governance Kaupapa Report

That the Pukekohe High School Board of Trustees:

- *Endorses the Governance Kaupapa with the following amendments*
 - *Page 38 (PHS Delegations, Student Behaviour Management Committee) - Amend to "All current Board members except the Principal, Staff and Student Trustees."*
 - *Page 23 (5. Chair Role Description Policy) Under delegations, bullet point two; "The Chairperson (Presiding Member) will inform the Board of the decision and reasoning for the decision as soon as practically possible."*
 - *Amending the first paragraph of the 'Expectations and Limitations' section to read "If a Trustee could have, or could be perceived to have, a conflict of interest in relation to an agenda item, they must declare such conflict or potential conflict at the start of the meeting"*
 - *Amending the first paragraph of the 'Expectations and Limitations' section of the School's supporting Conflict of Interest Policy to read "All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest"*
 - *The Governance Kaupapa's 'Conflict of Interest' policy to include the following statement that the "The Board will minute each declaration and the Trustee shall not take part in any debate or decision making for that issue" so that this policy matches the School's 'Conflict of Interest Policy'*
- *Conduct a full board discussion led by Simon Wilson, to educate all Trustees about the Code of Conduct*
- *That in line with NZSTA guidance, the Pukekohe High School BoT will no longer require a regular written report from the Staff and Student representatives.*
- *That the Pukekohe High School BoT amend the Principal's Performance Management Policy to include consultation with the full board:*
 - *A Board decision is made at the end of the year to decide on the cycle for the Principal's Performance Management, to include employment of an external consultant or provider to work with the board on the nature of the process for the following year.*
 - *That the Principal & Board Chair put forward three options for an external consultant including fees, with a recommendation.*

- *The Board votes on which external consultant or provider to use.*
- *The process through the performance management cycle is transparent and seeks feedback from all stakeholders – the whole board, school community, staff and students.*
- *The final report is shared in committee with the whole board and frames the direction for goals for the following year.*
- *The Performance Management Policy reflects and includes the Professional Growth Cycle for principals*

8 Items for Information

8.1 Code of Conduct Report

9 Meeting Closes approx.

7.30pm

Next Meeting: 25 July, 2022

6. Standing Items

6.1 Financial Report

Commentary on the May 2022 Financial Statements

1. Attached is the May 2022 income & expenditure statement, balance sheet and 3 graphs showing surplus vs budget, working capital vs budget and the staff banking figure as at 31 May 2022.
2. In summary the month's YTD surplus is \$199,915 (Apr \$139,467) against budgeted deficit of \$2,747. Working Capital is \$755,561 (Apr \$681,057).

Variiances

3. Variances to budget worth noting are:

Income

Locally raised funds:

Other Activities net income is down due to a number of timing issues where expenses are incurred before income offsets them e.g. clothing items for the Jubilee which haven't sold yet.

International Student Income/Expenditure has dropped this month due to one student returning home and having her fees refunded.

Expenditure

Learning Resources, Administration, Property, Finance Costs and Depreciation are all below budget.

4. **Staff banking.** Our buffer is now around \$70,000 but as mentioned last month new staff coming on board later this term and next term will absorb that.
5. **Balance Sheet**
Working capital has improved again so we are now better than budget by \$73,000. Working capital is \$755,000.

MOE Property Projects. You will notice a big jump in Accounts Receivable and a corresponding swing in MOE Property Projects. There are two reasons for this. **Firstly**, we have incurred our first progress payment bill for the new turf and have invoiced MOE for the same amount and secondly we have also invoiced the MOE for the final payment on the Massey Block roof project. Details will be listed in the H&S/Property report below.

6. **Glasgow Rd field.** No changes here either. Marsh & Irwin won't begin their valuation work until late June.

Income and Expenditure Report For the 5 months ended 31 May 2022

| | Actual May \$ | Actual YTD \$ | YTD Budget \$ | Variance Actual \$ | Variance % |
|----------------------------------|---------------------|---------------------|---------------------|--------------------------|---------------|
| Income | | | | | |
| Government Grants | | | | | |
| Operations Grant | 423,545 | 1,983,573 | 1,918,345 | 65,228 | 3 |
| Teachers Salary Grant | 1,128,287 | 4,111,520 | 4,061,540 | 49,980 | 1 |
| Use of land & buildings | 266,667 | 1,333,335 | 1,333,335 | - | - |
| | 1,818,499 | 7,428,428 | 7,313,220 | 115,208 | 2 |
| Locally Raised funds | | | | | |
| | | | - | | |
| Donations/Fundraising/Activities | 957 | 2,124 | 1,780 | 344 | 19 |
| Sport Income/exp | 7,701 | 8,126 | (22,253) | 30,379 | 137 |
| Other activities inc/exp | 18,508 | 58,591 | 66,743 | (8,152) | (12) |
| | 27,166 | 68,841 | 46,270 | 22,571 | 49 |
| International Students | (9,083) | 37,362 | 58,488 | (21,126) | (36) |
| Investment income | - | 1,367 | 2,085 | (718) | (34) |
| Total Income | 1,836,582 | 7,535,998 | 7,420,063 | 115,935 | 2 |
| Less expenses | | | | | |
| Learning Resources | | | | | |
| Staff Expenses | 176,997 | 807,384 | 815,787 | (8,403) | (1) |
| Teachers Salary-MOE funded | 1,128,287 | 4,111,520 | 4,069,999 | 41,521 | 1 |
| Curricula | 11,967 | 182,259 | 229,375 | (47,116) | (21) |
| Curricular Other | 1,696 | 11,364 | 21,078 | (9,714) | (46) |
| | 1,318,947 | 5,112,527 | 5,136,239 | (23,712) | (0) |
| Administration | | | | | |
| Staff expenses | 51,134 | 259,456 | 289,292 | (29,836) | (10) |
| ICT | 13,366 | 106,298 | 99,420 | 6,878 | 7 |
| General/Consumables/Legal | 3,463 | 19,095 | 14,395 | 4,700 | 33 |
| BOT Expenses | 1,130 | 7,099 | 7,110 | (11) | (0) |

| | | | | | |
|--------------------------|------------------|------------------|------------------|-----------------|--------------|
| Communication | 5,504 | 25,278 | 16,835 | 8,443 | 50 |
| Audit/Accounting | - | 179 | 5,124 | (4,945) | |
| Risk Management | 3,014 | 6,166 | 8,815 | (2,649) | (30) |
| | 77,611 | 423,571 | 440,991 | (17,420) | (4) |
| Property | | | | | |
| Use of land & buildings | 266,667 | 1,333,335 | 1,333,335 | - | - |
| Caretaking/Cleaning | 15,236 | 85,601 | 81,080 | 4,521 | 6 |
| Staff expenses | 15,041 | 68,175 | 86,820 | (18,645) | (21) |
| R&M/Cyclical Maintenance | 9,392 | 57,420 | 67,740 | (10,320) | (15) |
| Heat, Light and Water | 11,324 | 49,671 | 52,250 | (2,579) | (5) |
| Grounds | 2,751 | 15,630 | 20,880 | (5,250) | (25) |
| Security | 966 | 4,700 | 7,725 | (3,025) | (39) |
| | 321,377 | 1,614,532 | 1,649,830 | (35,298) | (2) |
| Finance Costs | | | | | |
| | 512 | 3,019 | 3,080 | (61) | (2) |
| Depreciation | | | | | |
| | 35,146 | 182,434 | 192,670 | (10,236) | (5) |
| | 35,658 | 185,453 | 195,750 | (10,297) | (5) |
| | | | | - | |
| Total Expenditure | 1,753,593 | 7,336,083 | 7,422,810 | (86,727) | (1) |
| | | | | - | |
| Surplus/(Deficit) | 82,989 | 199,915 | (2,747) | 202,662 | 7,378 |

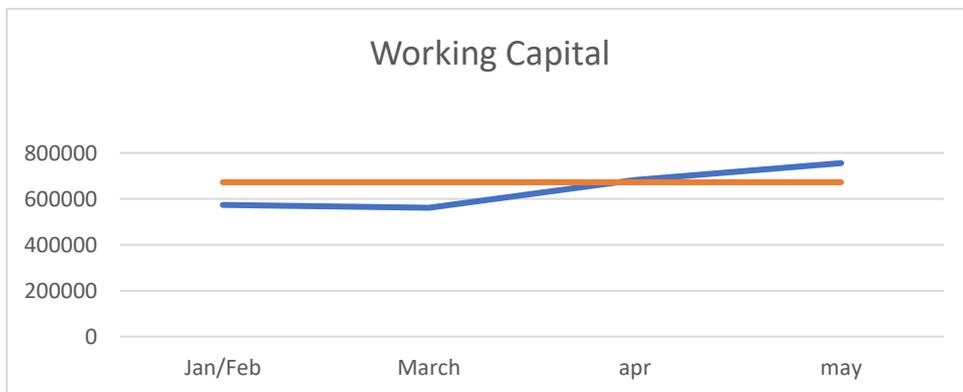
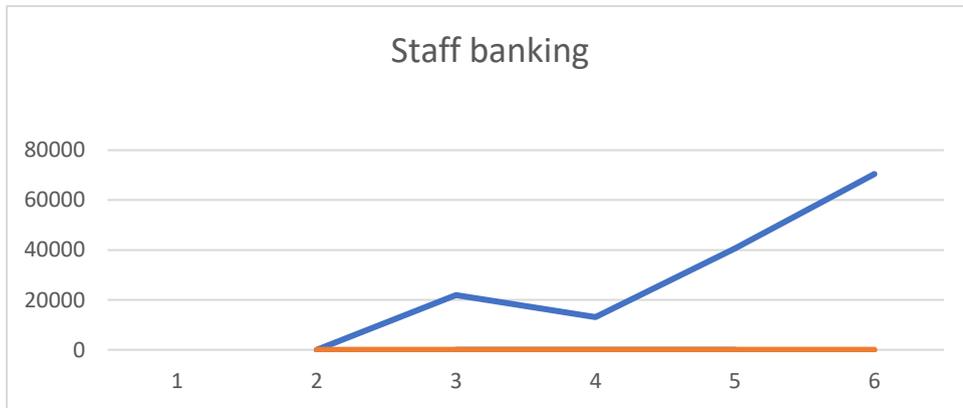
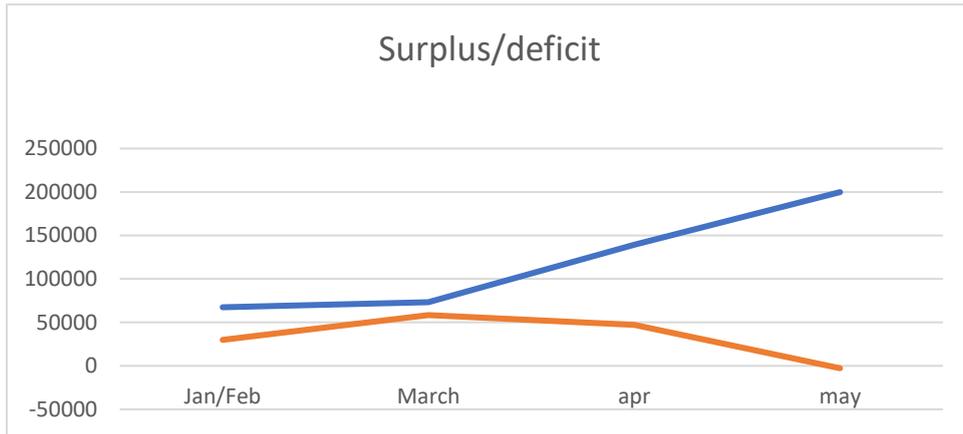
Pukekohe High School
Statement of Financial Position
As at 30 May 2022

| | 2022 | 2022 | Apr |
|---|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | \$ | \$ |
| Current Assets | | | |
| Cash and Cash Equivalents | 722,713 | 817,201 | 1,771,773 |
| Accounts Receivable | 598,459 | 140,938 | 117,953 |
| Investments | 560,568 | 85,573 | 0 |
| Prepayments | 11,227 | 10,032 | 11,227 |
| GST | 0 | 28,758 | 0 |
| Inventories | 3,797 | 3,797 | 3,797 |
| | 1,896,764 | 1,086,299 | 1,904,750 |
| Current Liabilities | | | |
| Govt Grants in Advance | 520,816 | | 910,682 |
| Accounts Payable | 62,119 | 51,509 | 118,528 |
| International Student Funds | 35,613 | 149,993 | 32,672 |
| Student Funds received in Advance | 19,398 | 22,646 | 24,932 |
| Provision for Cyclical Maintenance-Current | 66,947 | 80,102 | 72,279 |
| GST | 32,506 | | 120,139 |
| Finance Lease Liability - Current | 92,115 | 92,327 | 96,119 |
| MOE Property Projects | 287,536 | (20,267) | (176,775) |
| Wages leave accrual/leaving account/Banked staffing | 24,153 | 37,771 | 24,668 |
| | 1,141,203 | 414,081 | 1,223,244 |
| Working Capital Surplus/(Deficit) | 755,561 | 672,218 | 681,506 |
| Non-current Assets | | | |
| Property, Plant and Equipment | 2,250,629 | 2,126,142 | 2,266,176 |
| | 2,250,629 | 2,126,142 | 2,266,176 |
| Non-current Liabilities | | | |
| Provision for Cyclical Maintenance | 190,706 | 190,706 | 190,706 |
| Finance Lease Liability | 151,337 | 172,481 | 153,281 |
| | 342,043 | 363,187 | 343,987 |
| Net Assets | 2,664,147 | 2,435,173 | 2,603,695 |

Equity

| | | | |
|-------------------|-------------------------|-------------------------|-------------------------|
| Accumulated Funds | 2,304,879 | 2,381,820 | 2,304,879 |
| Furniture Grant | 159,353 | 50,000 | 159,353 |
| Surplus/(deficit) | 199,915 | 3,353 | 139,463 |
| | <u>2,664,147</u> | <u>2,435,173</u> | <u>2,603,695</u> |

Graphs below Blue = Actual and Orange = Budget



6.2 Principals Report

Covid – 19 Response

We have taken the decision to stop rostering home one year level per day from the start of week 7 (Monday 13 June). This decision is based on the current level of staff sickness and numbers testing positive for Covid 19, and the planned relief requirements for school trips and staff professional learning. Where possible we will employ relieving teachers so that our permanent staff can concentrate on teaching their own classes.

We will need to keep this decision under review, but the intention is that we will not need to roster home again this term. Some Year 13 classes may remain uncovered if short term staff sickness increases.

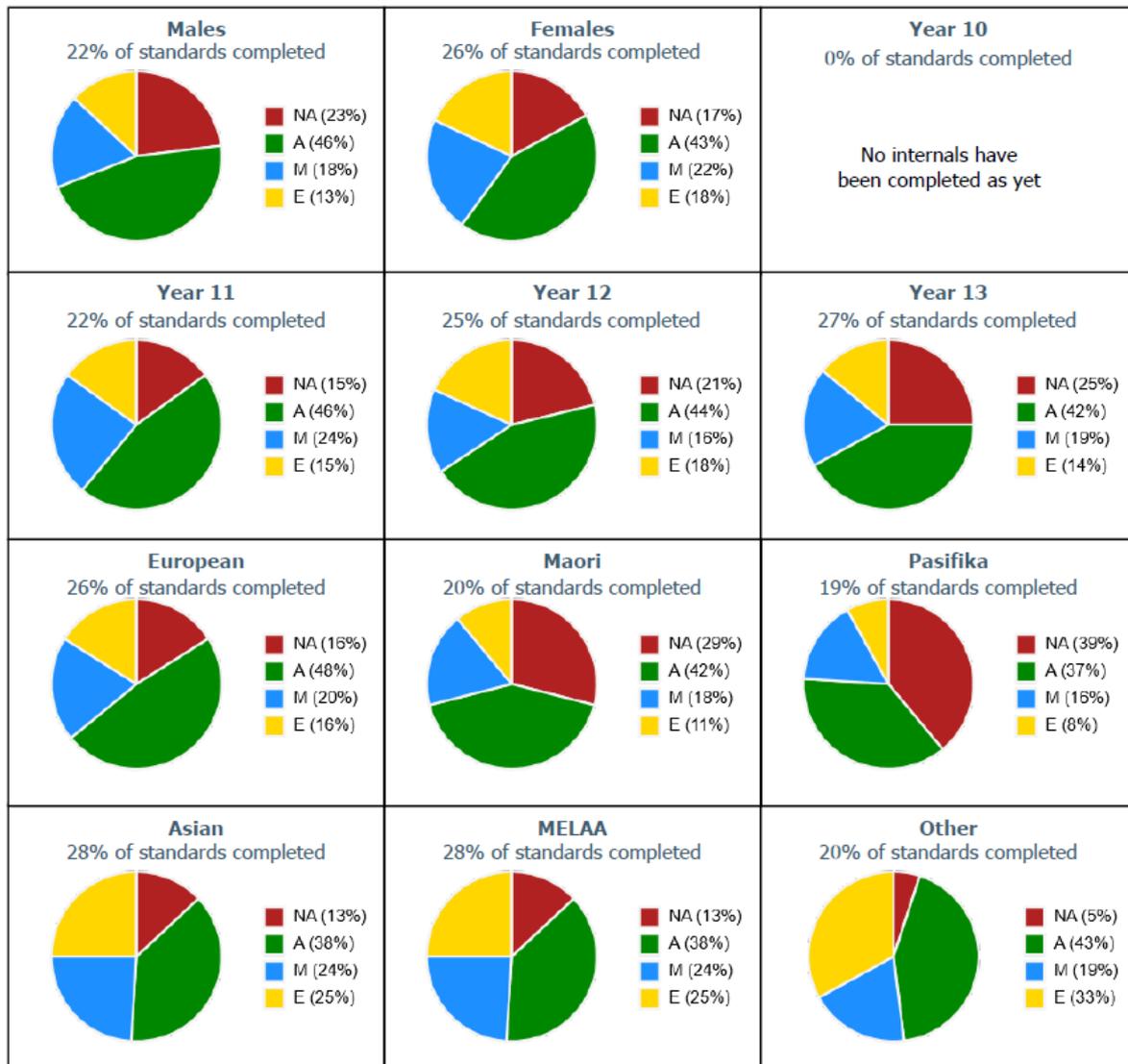
Our community have again shown understanding and patience as we have navigated this change.

As a school we are very aware of the disruption to learning caused by the ongoing impact of the pandemic. Some students continue to struggle with the transition to high school and the transition to the start of NCEA in particular, because of gaps in their learning and/or the interruption to routines. Our student support teams are working extremely hard to mitigate these impacts and to work with students and their whānau on an individual basis.

Attendance data

| 1 January - 3 June 2022 | | | | | | | |
|-------------------------|-------------|-------------|-------------|-------------|--------------|----------|-------------|
| ATTENDANCE AVERAGE % | 9 | 10 | 11 | 12 | 13 | 14 | Ave % |
| Asian | 91.7 | 89.7 | 90.3 | 87.5 | 87.4 | | 89.3 |
| European | 88.1 | 86.8 | 87.4 | 86.3 | 84.9 | | 86.7 |
| Maori | 80.7 | 73.6 | 73.1 | 75.1 | 73.4 | | 75.2 |
| MELAA | 86.5 | 85.7 | 88.6 | 82.7 | 79.0 | | 84.5 |
| Pasifika | 84.1 | 77.8 | 75.8 | 66.6 | 66.1 | | 74.1 |
| Other | 95 | 91 | 87 | 91.5 | | | 72.9 |
| Total | 86.2 | 82.7 | 83.1 | 79.6 | 78.17 | 0 | 81.9 |

NCEA Achievement Data



Learning Hub: Addressing achievement and engagement disparity

The Ministry of Education accepted a school proposal for funding of \$52 571.42 to support the provision of a learning hub in the school.

This initiative will assist students to access learning onsite after school hours. The Ministry is providing funding to support learners affected by the COVID-19 Omicron Surge, to re-engage in learning. This after school programme is aimed to address disparity, promote learning outside of the classroom, and to develop positive study habits.

Initial discussions regarding timing, suitability and focus will occur at our upcoming Fono and Whānau Hui. The Learning Hub will provide kai, homework and assessment support, whānau engagement opportunity and access to devices.

School Vision: Learning without Limits

| | |
|--|---|
| <p>Empowering curriculum <i>An empowering curriculum that meets the individual needs of our diverse learners</i></p> | <ul style="list-style-type: none"> • Initial work on unpacking the Aotearoa New Zealand's Histories curriculum has started. As with literacy and digital technologies, a cross curricular approach is required. This is mandated as part of the curriculum from 2023 • We have engaged Steve Saville from Cognition Education, to provide professional learning and support to create an integrated learning curriculum for our students who are operating at levels 1 and 2 of the curriculum. This integrated programme at years 9 and 10 will flow into the year 11 Foundations studies certificate. Our Kaihautū of Learning Support is a part of the national panel of teachers who are developing the year 11 Foundations Studies Unit Standards and qualification. The mahi in this learning area is at the forefront of planning nationwide. • It is worthy of note, that in the updated ERO Te Ara Huarau Framework for school improvement, learners with diverse learning requirements are identified as an important area which was not signaled previously. As a Kura, we are ensuring that we resource this area, and are developing our staff, curriculum, and pedagogy to effectively cater for our neuro-diverse students. • We are looking at ways to strengthen our ties with the Intermediate School and across the Kāhui Ako as a whole. The focus on literacy and numeracy is an obvious vehicle for this. |
| <p>Innovative leadership <i>Igniting the capacity of staff and students to achieve continuous school improvements</i></p> | <ul style="list-style-type: none"> • Weekly meetings are being held with our Amokura (head students). Three of our amokura went to Pukekohe Intermediate to be speech competition judges. Each kaunihera (school council) is organising their own events to raise school spirit. • We are planning for House leaders to be established by the start of Term 3. This is an important leadership opportunity for students and some staff. This is critical for raising school spirit and reengaging reluctant learners with their kura. |
| <p>Inspiring environment <i>An inspiring physical, social and emotional environment that supports innovative teaching and learning</i></p> | <ul style="list-style-type: none"> • We met with the student well-being council. We discussed gathering student ideas regarding campus improvement. In particular, development of new toilet facilities designed to minimise student congregation within those spaces and to provide improved washrooms for all students. |
| <p>Impactful partnerships <i>Impactful and reciprocal partnerships based on the principles of Te Tiriti o Waitangi</i></p> | <ul style="list-style-type: none"> • MOE have contacted us requesting a hui with Networks team to discuss rūmaki pathway within Pukekohe for students. This follows a community hui at Pukekohe North School (see below) • The first fono of 2022 is being held on Thursday 9 June in part led by the Pasifika council. Celebration of Samoan Language Week was a successful event for our Pasifika |

| | |
|--|--|
| | <p>Council.</p> <ul style="list-style-type: none"> • The social media strategy continues to gain traction and has allowed us to engage and communicate with more of our community regularly. Posts are now reaching over 5000 people which is a significant increase. • Senior subject-based parent teacher meetings were held on 24 May and 2 June. • We met with SchoolAppsNZ re potentially using the App for whānau communication (as used by Westlake Girls and Mt Albert Grammar School). |
|--|--|

Rūmaki Pathway Hui

Following the whānau hui held recently at Pukekohe North School, MOE requested to meet with the SLT to urgently progress providing a rūmaki pathway for Māori immersion learners. We held a zoom hui on Wednesday 8 June with the following agenda:

- To introduce new members of the Network planning team
- To understand and discuss the rationale and aspirations of Pukekohe High School whānau to establish Māori Medium provision
- Discuss supports that would be needed by the school before process can begin.
- To align with other discussions and planned hui in Pukekohe
- To agree on next steps and action plan

Whānau and MOE are seeking to set up a 'community working group' that will address the needs and aspirations of our rangatahi and be a sustainable model into the future. There are complex issues to be worked through including funding, governance, appointing bilingual teachers and finding appropriate spaces.

ERO visit, Thursday 26 May

Neil Harray, ERO partner, visited the SLT on 26 May to discuss the new model of working with schools and progress to date on the PHS annual plan. The nature of the reviews is fundamentally different to the longitudinal process that PHS went through from July 2018 – January 2021.

ERO wishes to get through the compliance aspect (Board Assurance Statement) within the next 6 months. This includes the Code for International Students.

Neil Harray characterized the new partnership as iterative and one of power-sharing. For example, some schools are drafting their own profile statements, which are then reviewed by ERO. Classroom visits will form part of Neil's next visit to PHS.

Every 3 years, an evaluation report, which is published, will be written by ERO in partnership with the school. This is different from the "snapshot" model that has existed in the past. This report captures what has happened over the last three years and is not based on a single, intense visit of a few days. There are feedforward recommendations that emerge from the evaluation reports.

The key document for the new model of working with ERO is *Te Ara Huarau / School improvement framework* that includes Stewardship as one of the indicators.

There is a strong emphasis on supporting internal school evaluation.

ERO are already finding that schools are more open about what is occurring and do not gloss over what is not happening.

Discipline Summary for Term 2

Stand downs and suspensions since the last board meeting.

| Action | Total | Female | Male | Year Level | Ethnicity |
|------------|-------|--------|------|---------------------------|---|
| Suspension | 2 | | 2 | 9 (1) 11 (1) | NZ European (2) |
| Stand-down | 14 | 3 | 11 | 9 (9) 11 (4) 12 (1) | NZ European (6) Māori (6) Cook Island Māori (1) Tongan (1) |

Future Board of Trustees Meeting Dates

Due to the Board Meeting Dates being Tabled in the March Minutes and not agreed upon. Below are the proposed dates for the BOT meetings for the rest of 2022 to better suit the timing of financial reports.

I propose the following dates:

- July 25th (6 weeks) (First day of Term 3)
- August 22nd (4 weeks)
- September 19th (4 weeks)
- October 25th (5 weeks) (Tuesday as the Monday is a public holiday)
- November 21st (4 weeks)
- December 19th (4 weeks)

6.3 Property Health & Safety Report

Property, Health & Safety Report May 2022

PROPERTY

1. SIP Project-Front Entrance & Landscaping.

The new seating has been installed and is very popular with the students. New edging has also been installed near the Harris St gate and the lettering is underway.

2. New courts project.

As mentioned in the finance report we received a progress payment bill from Tiger Turf for \$294,000 and we have invoiced MOE so they can pay us before we pay Tiger Turf.

3. Massey Block Roof Project.

We have finally received the reconciled Occupancy Use Certificate for the Massey roof job. Basically the OUC is a summary of all the income and expenditure relating to the project as approved by the Project Manager, Greg Bowler. In this case total expenditure incurred was \$2.7 million. Once signed off by the Board Chair we send it to MOE along with our invoice for the shortfall of MOE funding which equates to \$144,000.

4. 10YPP. Massey and Admin block toilet upgrades.

The MOE Property Advisor has informed us that the MOE will approve our proposed changes to the 10YPP which the Board signed off last November.

The changes are to reallocate funds from autex installation and new carpets for various rooms around the school scheduled a few years hence to upgrading the toilets in 2022 for safety and security reasons. The aim is to eliminate antisocial behaviour, graffiti and vandalism.

However the MOE requires a Board minute approving the changes first so may I please recommend the Board approves this motion:

“The Pukekohe High School Board of Trustees approves changes to the 10YPP to reallocate funding from autex and carpet projects to the urgent upgrade of the Massey and Administration block student toilets”.

5. Glasgow Rd.

Marsh & Irwin are scheduled to commence their valuation of the Glasgow Rd section in late June. This is a few weeks later than their original timeframe and is due to Covid based delays.

HEALTH & SAFETY

6. There were over 400 visits to the Health Centre last month, two of which were major student injuries-one a probable clavicle fracture and the other a knee dislocation (which popped back in again).

6.4 Student Representative Report

The students are dealing with a wide range of emotions, and anxiety is at an all-time high. The scheduling of home days has students worried and bewildered. Some students understand why we are being rostered home, but others do not, especially our senior students who are pursuing NCEA credits and are worried about being pushed again like last term. Senior students are still overwhelmed, despite rostering home ending this week. They have fallen behind in their work, and evaluation weeks are approaching quickly.

However, school sports are in full swing, and the majority of our home games draw a large crowd. This is possible since our sport council advertises what teams are playing, where they are playing, and when they are playing every day. Our councils are all working hard to prepare for our Arts and Cultural Night on June 29th. The arts council has a exhibition planned for the night. Our year 12 and 13 students are looking forwards to the approaching ball. The day and location have been fixed, and the forms, including those for outside partners, were sent out last week. The students are eagerly awaiting word on the theme, and all our students are thrilled that we will be able to hold a ball this year!

On Tuesday, I met with the head students to address some of the comments I had in response to some of the feedback I had received from them regarding their council communication. I suggested that we try to wear formals once a week and that we all agree on a day, or that if we don't want to wear formals once a week, we can wear them once a month. I also proposed that all of the councils meet once a month to discuss what had worked, what hadn't worked, what the councils had planned for the coming month, which councils require additional support during the month, suggestions, and concerns. Instead of having all of the councils meet once a month, the head students agreed with my proposals, and we decided to hold a meeting every two weeks during homeroom time so that we could have more meetings. We also agreed that, because the vast majority of students are unaware of upcoming events, we would put out a student newsletter every two weeks, making students aware on what events are happening at school.

6.5 Staff Representative Report

EMPOWERING CURRICULUM/ IMPACTFUL RELATIONSHIPS/ INSPIRING ENVIRONMENT

This month the PHS Art Department is embarking on a mural project in the Pukekohe town square. Franklin Community Arts, an initiative of the Franklin Local Board have provided funding to go towards a series of murals to be painted in various locations around the Pukekohe township. Preparation of the wall for the first mural which is being painted on the wall of the Youth Centre on Devon Lane, has begun. Support for the mural project has come from many organisations in the community, and it is great to see the support for PHS that the community has, and one of the aims of this Project is to foster greater relationships with the Pukekohe community.

This first mural has themes of education, unity, youth voice, and healing.

In order for our students to meaningfully participate in the mural project it is critical for them to understand the context, ando provide this context and background we had the honour of hosting Dr. Robert Bartholomew (author of "No Maori Allowed") and internationally acclaimed Artist Jimmy Kouratoras present to our students on Monday the 47th of May. We are very proud of our students for showing maturity, respect, and open-mindedness while listening to the presentations of both Dr. Robert Bartholomew and Jimmy Kouratoras.

Creating authentic learning opportunities for rangatahi is at the forefront, where they feel connected to, and therefore empowered to, contribute to their community all while also furthering their education by working with establishing artists. A group of Year 10 Art students will join Jimmy Kouratoras on Devon Lane to participate in this historic mural installation. It's about teachers creating exciting opportunities to allow for rangatahi to be involved in something much bigger than themselves.

This month will see PHS celebrate Support Staff. Support staff week is an important week for all of us to recognise and celebrate the Staff that support our Kura. Without our colleagues who work in administration, student services, accounts, property and learning support our school would not be what it is. They go above and beyond showing manaakitanga to our Kaiako and rangatahi and it is important that we celebrate, recognise and support the mahi they do, even beyond this week. We look forward to a morning tea to celebrate our support staff.

Our teachers are feeling the pinch with winter ills and covid. Students being rostered off has relieved the work pressure mentioned in this report last week and the need to relieve classes for colleagues. It has also been timely as teachers have had a few late nights due to parent-teacher interviews, sports and curriculum pilot programmes. The cancellation of a department meeting during the week of the second parent-teacher interview was a welcome reprieve for all, great for well-being! Traffic light reports are working for teachers who need students to up their game, being a quick alternative to report home to parents.

7.0 Items for Decision

7.1 Governance Kaupapa

| | |
|-----------------------|--|
| Title | Governance Kaupapa |
| Date | |
| Prepared By | Richard Barnett |
| Approved By | Ben Stallworthy, Chair |
| Recommendation | <p>That the Pukekohe High School Board of Trustee:</p> <ul style="list-style-type: none"> • Endorses the Governance Kaupapa with the following amendments <ul style="list-style-type: none"> ○ Page 38 (PHS Delegations, Student Behaviour Management Committee) - Amend to "All current Board members except the Principal, Staff and Student Trustees." ○ Page 23 (5. Chair Role Description Policy) Under delegations, bullet point two; "The Chairperson (Presiding Member) will inform the Board of the decision and reasoning for the decision as soon as practically possible." ○ Amending the first paragraph of the 'Expectations and Limitations' section to read "If a Trustee could have, or could be perceived to have, a conflict of interest in relation to an agenda item, they must declare such conflict or potential conflict at the start of the meeting" ○ Amending the first paragraph of the 'Expectations and Limitations' section of the School's supporting Conflict of Interest Policy to read "All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest" ○ The Governance Kaupapa's 'Conflict of Interest' policy to include the following statement that the "The Board will minute each declaration and the Trustee shall not take part in any debate or decision making for that issue" so that this policy matches the School's 'Conflict of Interest Policy' • That the Pukekohe High School Board of Trustees conduct a full board discussion led by Simon Wilson, to educate all Trustees about the Code of Conduct • That in line with NZSTA guidance, the Pukekohe High School BoT will no longer require a regular written report from the Staff and Student representatives. • That the Pukekohe High School BoT amend the Principal's Performance Management Policy to include consultation with the full board: <ul style="list-style-type: none"> ○ A Board decision is made at the end of the year to decide on the cycle for the Principal's Performance Management, to include employment of an external consultant or provider to work with the board on the nature of the process for the following year ○ That the Principal & Board Chair put forward three options for an external consultant including fees, with a recommendation. ○ The Board votes on which external consultant or provider to use. ○ The process through the performance management cycle is transparent and seeks feedback from all stakeholders – the whole board, school community, staff and students. ○ The final report is shared in committee with the whole board and frames the direction for goals for the following year. ○ The Performance Management Policy reflects and includes the Professional Growth Cycle for principals |

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 reported about at the meeting on 2 May 2022.

Since that meeting further discussion and research took place involving Trustees; Soole, Williams, the Principal, Chair and Deputy Chair.

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.

The 2020 Governance Kaupapa was reviewed by the current Board in 2019 and adopted in 2020. Then a set of additional delegations was provided by the Board's legal advisors to cover delegations that were not recorded in the Governance Kaupapa.

The current review aims to write one document that is the prime reference for all governance matters and incorporates changes required after the Education and Training Act 2020 became law. Further, the Board's operations have changed and edits are needed to ensure that Board practice matches policy.

Since, the last meeting on 16 May 2022, the group of Trustees has continued to discuss the concerns raised and to identify a set of amendments to the draft document. The proposed amendments and a summary of the discussion are provided below.

Minor Amendments to the Governance Kaupapa

The team agreed that there were some discrepancies between policies and sentences that could benefit from clarification. This report recommends the following amendments to the Governance Kaupapa.

That the Pukekohe High School BoT confirms the Governance Kaupapa with the following amendments

- a) Page 38 (PHS Delegations, Student Behaviour Management Committee) - Amend to "All current Board members except the Principal, Staff and Student Trustees."*
- b) Page 23 (5. Chair Role Description Policy) Under delegations, bullet point two; "The Chairperson (Presiding Member) will inform the Board of the decision and reasoning for the decision as soon as practically possible."*
- c) Amending the first paragraph of the 'Expectations and Limitations' section to read "If a Trustee could have, or could be perceived to have, a conflict of interest in relation to an agenda item, they must declare such conflict or potential conflict at the start of the meeting"*
- d) Amending the first paragraph of the 'Expectations and Limitations' section of the School's supporting Conflict of Interest Policy to read "All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest"*

Board Code of Conduct

A school board is a Crown entity, which is an organisation that receives public funding and is part of the New Zealand public sector because schools receive public funding, there are certain things that school boards must do and laws they need to follow. This includes honouring Te Tiriti o Waitangi, as written in section 4 of the Education and Training Act 2020.

As part of the ongoing work of the board, it is recommended that we hold a discussion on the Code of Conduct.

That the Pukekohe High School BoT conduct a full board discussion led by Simon Wilson, to educate all Trustees about the Code of Conduct

Roles and responsibilities of the Staff and Student representatives

The Student and Staff trustees have previously been asked to provide a report for monthly Board meetings, usually in the form of a written report and sometimes as a verbal report as a standing item on the agenda. NZSTA guidance is that this should not be a requirement in the same way that parent trustees are not asked to provide a community report at board meetings.

However, the student or staff representative may choose to provide an informal or formal update as part of the meeting agenda. A request may also be made to either representative to provide a report on a specific topic. Therefore the panel recommend the Student and Staff Trustees are no longer asked for written reports.

That in line with NZSTA guidance, the Pukekohe High School BoT will no longer require a regular written report from the Staff and Student representatives.

Principal Performance Management

Following agreement with the Ministry of Education, from February 2023, the professional growth cycle (PGC) is the learning-focused process that has replaced performance appraisal for the purposes of determining whether principals, tumuaki, and professional leaders meet the *Standards for the Teaching Profession*. With its strong learning focus, the PGC will most likely be designed independently from these other requirements. Alternatively, a single process that addresses the professional and employment aspects of the role remains an option.

The board chair, alongside the principal, will decide on the degree to which the PGC can address other aspects of performance management or employment processes. To take account of the above, the following amendments are recommended:

That the Pukekohe High School BoT amend the Principal's Performance Management Policy to include consultation with the full board:

- *A Board decision is made at the end of the year to decide on the cycle for the Principal's Performance Management, to include employment of an external consultant or provider to work with the board on the nature of the process for the following year*
- *That the Principal & Board Chair put forward three options for an external consultant including fees, with a recommendation.*
- *The Board votes on which external consultant or provider to use.*
- *The process through the performance management cycle is transparent and seeks feedback from all stakeholders – the whole board, school community, staff and students.*
- *The final report is shared in committee with the whole board and frames the direction for goals for the following year.*
- *The Performance Management Policy reflects and includes the Professional Growth Cycle for principals*

Conflict of Interest Policy and Governance Kaupapa Conflict of Interest Section

During discussion concerns were raised about possible discrepancies between the 'Conflict of Interest' policy and the 'Conflict of Interest' section of the Governance Kaupapa. The relevant paragraphs from each document were put into a table so that any discrepancies could be identified. See below

Table 1: Conflict of Interest Policy and Governance Kaupapa Analysis Table

| Conflict of Interest Policy (Trustee Section) | Governance Kaupapa | Analysis |
|--|--|---|
| If a Trustee could have, or could be perceived to have, a conflict of interest in relation to an agenda item, they must declare such conflict or potential conflict at the start of the meeting. | All staff and board members will effectively manage conflicts of interest between the interests of the school on one hand and personal, professional and business interests on the other. This includes managing potential and actual conflicts of interest as well as perceptions of conflicts of interest. | Different wording but no conflict. Perhaps we it would be an idea to swap them over. The 'Conflict of Interest' para is very BoT specific. Whereas the 'Governance Kaupapa' one covers both staff and Trustees. |
| The Board will minute each declaration and the Trustee shall not take part in any debate or decision making for that issue. | No statement in Governance Kaupapa | Perhaps put this statement in Governance Kaupapa |
| Any trustee who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a trustee must be excluded from any meeting while the Board discusses, considers, considers anything relating to or decides on the matter. | Any board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a board member must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter. | No conflict |
| Any trustee who is a member of the Board's staff must be excluded from any meeting while the Board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them. | Any board member who is a member of the board's staff must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to their own employment or a complaint received against them. | No conflict |
| Any trustee who is a student enrolled at the college must be excluded from any meeting while the Board discusses, considers anything relating to or decides on any matter relating to them as an individual student. | Any board member who is a student enrolled at the school must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on any matter relating to them as an individual student. | No conflict |
| In the course of Board meetings, Board members will | In the course of board meetings, board members will disclose any | No conflict |

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|--|--|--|
| disclose any interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question. | interests in a transaction or decision where their family and/or partner, employer or close associate will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the matter. | |
| | Any board member who has a pecuniary interest or any other interest that may influence them in carrying out their duties and responsibilities as a board member must be excluded from any meeting while the board discusses, considers, considers anything relating to or decides on the matter. | Not in the Conflict of Interest Policy but is appropriate for the Governance Kaupapa because it is a set of procedural policies. |
| | If so many board members are conflicted that a quorum cannot be formed, the board will form a committee of non-conflicted members with appropriate delegation. | Not in the Conflict of Interest Policy but is appropriate for the Governance Kaupapa because it is a set of procedural policies. |

The only discrepancies between the two documents related to the minuting of declared conflicts of interest and it is recommended that:

That the PHS BoT amend the Governance Kaupapa's 'Conflict of Interest' policy to include the following statement that the "The Board will minute each declaration and the Trustee shall not take part in any debate or decision making for that issue" so that this policy matches the School's 'Conflict of Interest Policy'

Future Plans

If the Board agrees with the resolution, then the changes will be made immediately, and the new Governance Kaupapa will become operational replacing both the previous version and the delegations document provided by the School's legal advisor.

8.0 Items for Information

8.1 Code of Conduct Report

| | |
|--------------------|---|
| Title | Board of Trustees Code of Conduct |
| Date | 09/06/22 |
| Prepared By | Simon Williams |
| Approved By | Ben Stallworthy, Chair |
| | That the Pukekohe High School Board of Trustees: <i>Conduct a full board discussion led by Simon Wilson, to educate all Trustees about the Code of Conduct</i> |

A school board is a Crown entity, which is an organisation that receives public funding and is part of the New Zealand public sector. Because schools receive public funding, there are certain things that school boards must do and laws they need to follow. This includes honouring Te Tiriti o Waitangi, as written in section 4 of the Education and Training Act 2020.

As part of the ongoing work of the board, it is recommended that we hold a discussion on the Code of Conduct.

Board of Trustees - Code of Conduct

Code to support Board of Trustees Meetings Policy

Outcome statement

The code is designed to ensure that the Board operates efficiently and effectively and that all members are treated fairly and equitably. The code also gives guidance to all members on the standards of conduct required by the Board of Trustees.

Expectations and limitations

Board Members shall:

As members of an effective governance team, each member of the board of trustees shall:

- ensure the needs of all students and their achievement is paramount
- show commitment to school and its vision
- maintain and understand the values and goals of the school
- protect the special character of the school
- publicly represent the school in a professional manner
- act as good employer
- respect the integrity of the principal and staff
- observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons
- be diligent and attend board meetings prepared for full and appropriate participation in decision making
- ensure that individual trustees do not act independently of the board's decisions
- speak publicly with one voice through board policies and endeavour to ensure that any disagreements with the board's stance are resolved within the board

- in the course of board meetings, disclose any interests in a transaction or decision where they, their family and/or partner, employer or close associate may receive a benefit or gain and leave the meeting for the duration of discussion and/or voting in relation to the matter
- recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the principal or staff
- recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation can speak for the board
- continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
- be open to receiving appropriate professional development.

I agree to the Code of Conduct as outlined above;

| | |
|---------|-------|
| Signed: | Name: |
| Date: | |