



## **NOTICE OF MEETING 2022**

**A meeting of the Pukekohe High School Board of Trustees  
will be held at 6pm, 22 August 2022 in the staff room**

# **AGENDA**

## **OPEN MEETING**

### **Welcome from Chair and Karakia**

- |  |               |
|--|---------------|
| <b>1 Apologies</b>   | <b>2 min</b>  |
| <b>2 Declaration of Conflict of Interest</b>   | <b>2 min</b>  |
| <b>3 Confirmation of Previous Minutes</b>  | <b>3 min</b>  |
| <i>Minutes of the Pukekohe High School Board of Trustees dated 25 July 2022 have been circulated to all Trustees</i>   |               |
| <b>4 Correspondence</b><br>Nil   | <b>2 min</b>  |
| <b>5 Extraordinary Business</b><br>Nil   | <b>2 min</b>  |
| <b>6 Standing Items</b>  | <b>20 min</b> |
| <b>6.1 Financial Report</b>  |               |
| <b>6.2 Principal's Report</b>  |               |
| <b>6.3 Property, Health and Safety Report</b>  |               |
| <b>6.4 Staff Representative Verbal Report</b>  |               |
| <b>6.5 Student Representative Verbal Report</b>  |               |
| <b>7 Items for Decision</b>  | <b>30 min</b> |
| <b>7.1 Computer Lease Report</b><br>Recommendation:<br><i>'That the Pukekohe High School Board of Trustees agrees to the leasing of 60 desktop computers with the specifications listed for rooms B9 and M19 as soon as practicable'</i> |               |
| <b>7.2 Manaakitanga Policy</b><br>Recommendation:<br><i>'That the Pukekohe High School Board of Trustees consults with staff, students and community on the draft Manaakitanga Policy'</i>   |               |

### **7.3 International Student Restart 2022**

Recommendation:

*'That the Pukekohe High School Board of Trustees approves the combined campus approach to international student recruitment of Pukekohe High School and Pukekohe Intermediate School.'*

### **7.4 Counties Energy Hui**

Recommendation:

*That the Pukekohe High School Board of Trustees:  
Requests that the issue of providing solar panels for the future campus development plan continues to be discussed with MOE, architects and project manager*

### **7.5 Franklin Trails Report**

Recommendation:

*That the Pukekohe High School Board of Trustees:*

- Requests that the Principal meet with Franklin Trails establishing a liaison relationship and investigating how the two groups may be able to work together to encourage more staff and students to walk or cycle to school.*
- Requests that the Principal draft a submission to the Ekē Panuku Master Plan process to be reviewed by the Trustees and then submitted.*
- Request that the Principal arranges for the new board to meet with Franklin Trails after the forthcoming trustee election.*

### **8 Items for Information**

Nil

**2 min**

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

**8.00pm**

**Next Meeting: 19 September 2022**

## 6. Standing Items

### 6.1 Financial Report

Commentary on the July 2022 Financial Statements

1. Below is the July 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 July 2022.
2. In summary the month's YTD surplus is \$121,544 (Jun \$105,830) against budgeted surplus of \$14,663 and Working Capital is \$610,426 (Jun \$615,773).

#### **Variances**

3. Variances to budget worth noting are:

#### **Income**

##### **Locally raised funds:**

Net Sport Income slightly down due to timing of various tournaments. (We usually pay the registration fees before getting the money in from players).

#### **Expenditure**

Staffing costs are above budget by \$269k for a number reasons:

- MOE funded teachers \$69k above budget but that is matched by Teachers Salary Grant in income
- BOT funded staff \$53k over but this will come down as new staff come on board
- Strategic planning costs (legal fees for HR issues) over by \$46k
- Teacher aides/counsellors etc over by \$32k
- Relief costs up by \$76k.

We have had a lot of sickness and gaps in staffing during the year e.g. Hard Materials teachers and have paid dearly in relief costs as a consequence. As well as having up to 10 relievers on the job we have required an enormous amount of internal cover too. We pay for that by offering teachers time in lieu to adhere to the amount of non-contact time required in the CEA

#### **Staff Banking**

Staff banking is now sitting at \$113k in our favour so we have also included the \$113k in Teachers Salary Grant/Debtors this month. In previous years when Staff Banking was not in our favour the school accounted for it in Teachers Salary Costs/Creditors.

In essence we have "undercharged" the MOE for teaching staff so far this year because of the staffing gaps and as we are using relievers at our cost the MOE "owe" us \$113k as of today. Again, this figure should come down as the year progresses.

4. **Balance Sheet**

**MOE Property Projects.** We have finalised a number of the outstanding 5YA jobs from previous years and the debit figure of \$12,926 is the balance which includes current jobs such as the scoping the new roofing project where the school pays out front and then gets reimbursed. There is a further explanation of this in the Property/H&S report.

5. **Glasgow Road Field.** Still awaiting the valuation.

# Income and Expenditure Report

## For the 7 months ended 31 July 2022

	Actual	YTD	Actual	YTD	Variance	Variance
	July	July	YTD	Budget	Actual	%
	\$		\$	\$	\$	
<b>Income</b>						
<b>Government Grants</b>						
Operations Grant	403,471		2,836,877	2,685,683	151,194	6
Teachers Salary Grant	862,472		5,731,963	5,538,464	193,499	3
Use of land & buildings	266,698		1,866,700	1,866,669	31	0
	<b>1,532,641</b>		<b>10,435,540</b>	<b>10,090,816</b>	<b>344,724</b>	<b>3</b>
<b>Locally Raised funds</b>						
Donations/Fundraising/Activities	242		2,862	2,492	370	15
Sport Income/exp	-23,426		(17,871)	(13,069)	(4,802)	(37)
Other activities inc/exp	-4,992		99,356	92,467	6,889	7
	<b>-28,176</b>		<b>84,347</b>	<b>81,890</b>	<b>2,457</b>	<b>3</b>
					-	
<b>International Students</b>	-5,338		<b>31,890</b>	<b>57,558</b>	<b>(25,668)</b>	<b>(45)</b>
<b>Investment income</b>	919		<b>2,706</b>	<b>2,919</b>	<b>(213)</b>	<b>(7)</b>
	<b>1,499,899</b>		<b>10,554,483</b>	<b>10,233,183</b>	<b>321,300</b>	<b>3</b>
<b>Less expenses</b>						
<b>Learning Resources</b>						
Staff Expenses	206,911		1,315,442	1,115,339	200,103	18
Teachers Salary-MOE funded	749,460		5,618,951	5,549,999	68,952	1
Curricula	70,129		316,839	321,153	(4,314)	(1)
Curricular Other	5,122		20,294	29,508	(9,214)	(31)
	<b>1,031,622</b>		<b>7,271,526</b>	<b>7,015,999</b>	<b>255,527</b>	<b>4</b>
<b>Administration</b>						
Staff expenses	65,583		410,982	394,490	16,492	4
ICT	15,580		136,822	139,188	(2,366)	(2)

General/Consumables/Legal	3,424	31,413	20,153	11,260	56
BOT Expenses	12,330	20,134	24,954	(4,820)	(19)
Communication	-12,812	21,099	23,569	(2,470)	(10)
Audit/Accounting	-267	186	7,170	(6,984)	
Risk Management	71	6,376	12,341	(5,965)	(48)
	<b>83,909</b>	<b>627,012</b>	<b>621,865</b>	<b>5,147</b>	<b>1</b>
<b>Property</b>					
Use of land & buildings	266,698	1,866,700	1,866,669	31	0
Caretaking/Cleaning	17,107	118,471	113,512	4,959	4
Staff expenses	16,000	106,064	118,392	(12,328)	(10)
R&M/Cyclical Maintenance	14,808	81,080	94,836	(13,756)	(15)
Heat, Light and Water	12,760	73,160	73,150	10	0
Grounds	2,907	22,711	29,232	(6,521)	(22)
Security	880	6,390	10,815	(4,425)	(41)
	<b>331,160</b>	<b>2,274,576</b>	<b>2,306,606</b>	<b>(32,030)</b>	<b>(1)</b>
<b>Finance Costs</b>					
	962	3,980	4,312	(332)	(8)
<b>Depreciation</b>					
	36,679	255,845	269,738	(13,893)	(5)
	<b>37,641</b>	<b>259,825</b>	<b>274,050</b>	<b>(14,225)</b>	<b>(5)</b>
				-	
<b>Total Expenditure</b>	<b>1,483,980</b>	<b>10,432,939</b>	<b>10,218,520</b>	<b>214,419</b>	<b>2</b>
				-	
<b>Surplus/(Deficit)</b>	<b>15,919</b>	<b>121,544</b>	<b>14,663</b>	<b>106,881</b>	<b>(729)</b>

# Pukekohe High School

## Statement of Financial Position

As at 31 July 2022

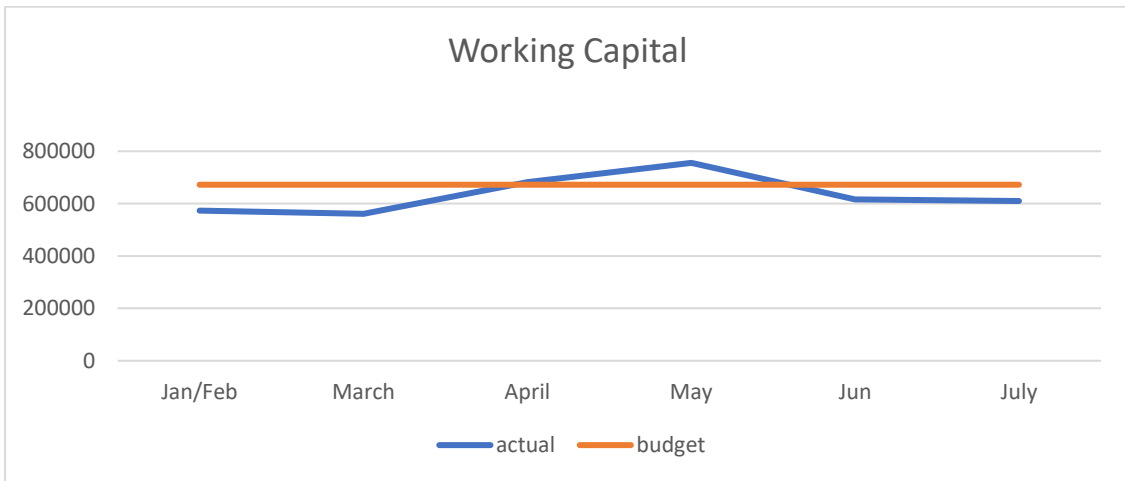
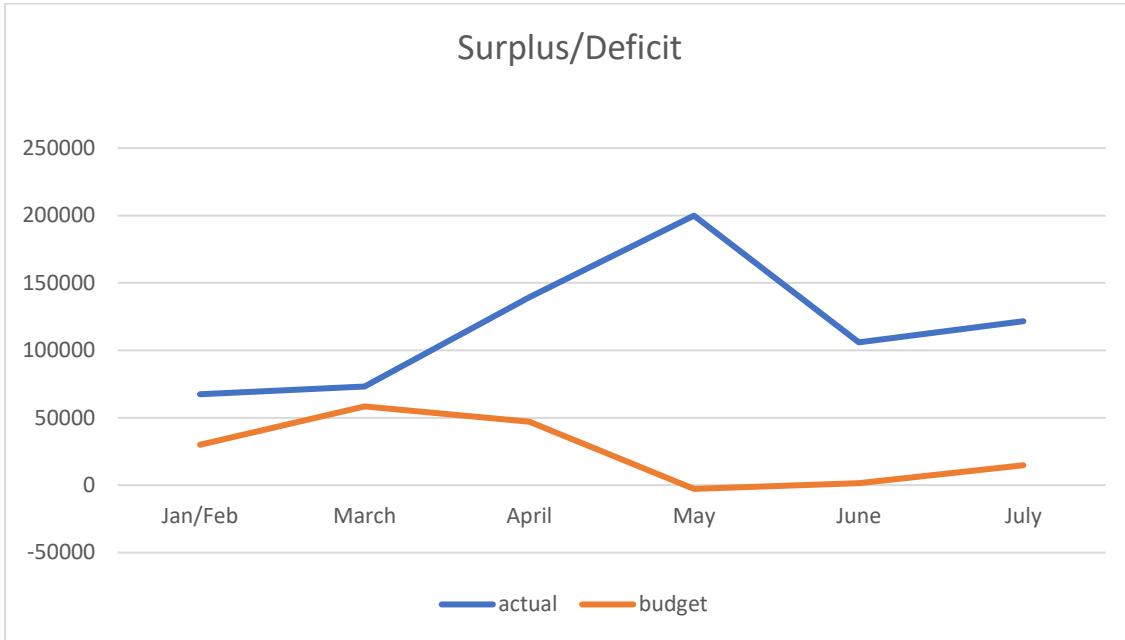
	2022 Actual \$	2022 Budget \$	June Actual \$
<b>Current Assets</b>			
Cash and Cash Equivalents	646,686	817,201	486,358
Accounts Receivable	250,318	140,938	249,617
Investments	800,000	85,573	250,000
Prepayments	11,227	10,032	11,227
GST		28,758	31,527
Inventories	3,797	3,797	3,797
Receivables Salary Grant (staff banking)	113,014		
	<b>1,825,042</b>	<b>1,086,299</b>	<b>1,032,526</b>
<b>Current Liabilities</b>			
Govt Grants in Advance	744,235		130,951
Accounts Payable	111,502	51,509	73,521
International Student Funds	30,212	149,993	32,913
Student Funds received in Advance	19,351	22,646	18,699
Provision for Cyclical Maintenance-Current	75,931	80,102	82,856
GST	113,243		
Finance Lease Liability - Current	97,811	92,327	92,928
MOE Property Projects	(12,926)	(20,267)	(28,201)
Wages leave accrual/learning account/Banked staffing	35,257	37,771	13,086
	<b>1,214,616</b>	<b>414,081</b>	<b>416,753</b>
<b>Working Capital Surplus/(Deficit)</b>	<b>610,426</b>	<b>672,218</b>	<b>615,773</b>
<b>Non-current Assets</b>			
Property, Plant and Equipment	2,356,173	2,126,142	2,289,414
	<b>2,356,173</b>	<b>2,126,142</b>	<b>2,289,414</b>
<b>Non-current Liabilities</b>			
Provision for Cyclical Maintenance	190,706	190,706	190,706
Finance Lease Liability	150,656	172,481	147,220
	<b>341,362</b>	<b>363,187</b>	<b>337,926</b>
<b>Net Assets</b>	<b>2,625,237</b>	<b>2,435,173</b>	<b>2,567,261</b>

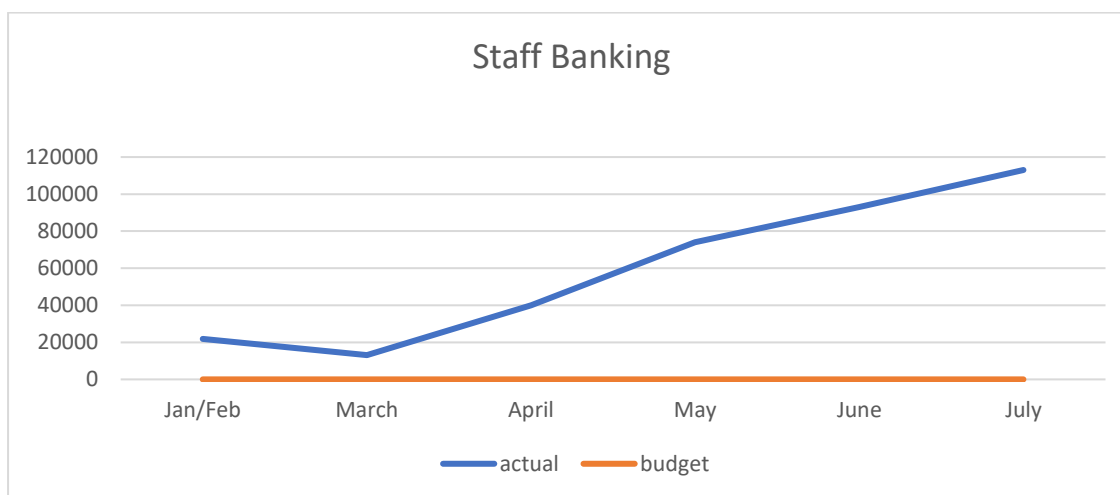
### Equity

Accumulated Funds	2,344,340	2,381,820	2,302,708
Furniture Grant	159,353	50,000	159,353
Surplus/(deficit)	121,544	3,353	105,830
	<b>2,625,237</b>	<b>2,435,173</b>	<b>2,567,261</b>

**Blue = Actual**

**Orange = Budget**





## 6.2 Principal's Report

### Covid – 19 Response

As a school and a community, we continue to face a challenging educational environment that is in part the result of Covid disruption since the beginning of 2020. It is important to emphasise that this is an Auckland and increasingly a national picture. Key issues that schools face include - lower levels of attendance and engagement; disruption to NCEA from students being unwell; impacts on staff wellbeing; and concerns about quality teacher supply.

PHS is having some success in addressing each of these issues. Average attendance in the first 3 weeks of this term for the school was:

Week 1	Week 2	Week 3
80.92%	80.72%	77.9%

It is interesting to note that the internal school exams in week 5 will be the first that current Year 13 students have sat.

We continue to be fortunate to be able to employ a regular pool of day relievers to cover for staff sickness. This does mean that we can have all five year levels on site each day, though there are significant pressures from the lack of consistent relationships with students.

Similarly, we have been able to attract and appoint to several teaching vacancies this term, particularly in Technology. PHS will, however, continue to face staffing shortages in some areas as we look ahead to 2023 with lower numbers in Initial Teacher Education courses nationally (see page 12), and the opportunity for our current staff to be able to move and work overseas.

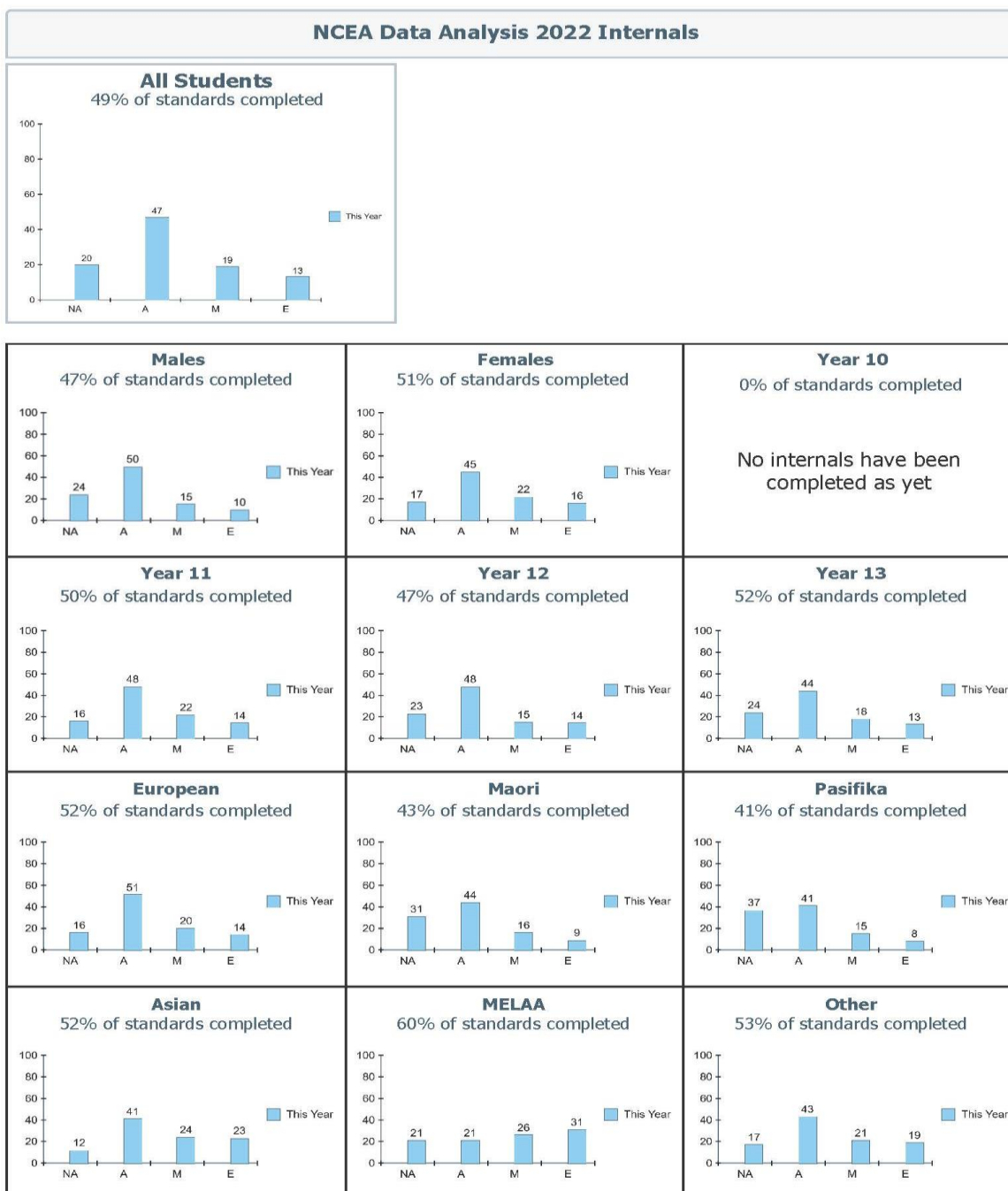


## NCEA Achievement Data

On 10 August the Associate Minister of Education announced changes to NCEA that recognise the impact student and teacher absences due to COVID-19 and other winter illnesses have had on teaching, learning and assessment this year.

In 2022, students will be entitled to 1 Learning Recognition Credit (LRC) for every 5 credits earned through assessment, up to a maximum of:

NCEA Level	Maximum LRCs
1	10
2	8
3	8



To receive a Certificate Endorsement, students will need 46 credits at Merit or Excellence level, instead of the usual 50.

To be awarded University Entrance, students will need 14 credits in each of two UE Approved Subjects, and 12 credits in a third UE Approved Subject (they will also need to attain NCEA Level 3 and meet the regular literacy and numeracy requirements).

The submission dates for some externally assessed portfolios have also been moved back one week in subjects in a limited range of subjects, not including Visual Arts or Digital Technology.

### **School Vision: Learning without Limits**

<p><b>Empowering curriculum</b> <i>An empowering curriculum that meets the individual needs of our diverse learners</i></p>	<ul style="list-style-type: none"> <li>• Accord Teacher only Day 24 August - many faculties focusing on building understanding of Mātauranga Māori in their new standards and identifying gaps and opportunities. The first topic from the ANZH curriculum is being taught in Year 9 Social Studies.</li> <li>• Course selection for 2023 is underway via School Bridge (second year of using this platform) and Open Evening on 4 August was successful and well-attended</li> <li>• Ongoing work in staff professional learning and in departments to prepare for the (delayed until 2024) NCEA co-requisites for Literacy and Numeracy that will boost achievement across the curriculum</li> </ul>
<p><b>Innovative leadership</b> <i>Igniting the capacity of staff and students to achieve continuous school improvements</i></p>	<ul style="list-style-type: none"> <li>• Staff House leaders were appointed for the start of Term 3. This is an important leadership opportunity and is critical for raising school spirit and reengaging reluctant learners with their kura. Spirit Week (week 3) saw daily lunchtime activities that involved House competitions</li> <li>• We are continuing to align the ERO framework, with the Teaching Council Educational Leadership Capabilities framework and have started co-constructing a PHS model with our middle leadership teams.</li> </ul>
<p><b>Inspiring environment</b> <i>An inspiring physical, social and emotional environment that supports innovative teaching and learning</i></p>	<ul style="list-style-type: none"> <li>• Ongoing work to support staff resilience and wellbeing following workshop with Sarah Ferguson through recognizing and celebrating positive steps forward in our kura</li> <li>• Ongoing discussions with Matua Ted Ngataki from Ngāti Tamaoho over placing of 5 pou within school grounds</li> </ul>
<p><b>Impactful partnerships</b> <i>Impactful and reciprocal partnerships based on the principles of Te Tiriti o Waitangi</i></p>	<ul style="list-style-type: none"> <li>• Pasifika parents' fono, Monday 1 August</li> <li>• Māori whānau hui, Wednesday 24 August</li> <li>• Celebration of Te Wiki o te reo Māori in week 8</li> <li>• Pasifika homework club is open on a Friday afternoon (and available to all learners)</li> </ul>

## School Property Update

The timeframe to begin the new 10 teaching space block under phase 1 of the campus development plan has been pushed back again by a further month due to higher-than-expected costs. The revised price from the contractor will be considered by the MOE Steering Group at their next meeting with an estimated start time of October for actual construction. The newly constructed courts adjacent to the gyms, which will replace the current courts at the Harris Street entrance, are almost completed.

The delayed start of this major project is a concern because of the current shortage of teaching spaces, that will continue into 2023 with an estimated Year 9 roll of 450.

## Rūmaki Pathway at PHS

There has been no further update since the last board meeting in July despite communication with MOE. We are currently waiting to attend the first whānau, community and kura hui with MOE to discuss the provision of a Rūmaki pathway. As previously reported, we have held an initial hui with MOE only, and now seek more detailed information about what is proposed including recruitment of suitable Kaiako, funding and appropriate teaching spaces.

## Discipline Summary

Stand downs and suspensions since the last board meeting.

We continue to be concerned about:

- Increased levels of aggression / violence amongst students
- The pastoral systems (deans, guidance, attendance, health centre) are having to cope with a very high demand on their time.
- Keeping up with online / social media space and the poor behaviour that is generated.

Action	Total	Female	Male	Year Level	Ethnicity
<b>Suspension</b>	7	1	6	9 (2) 10 (2) 11 (3)	NZ European (1) Māori (5) Tongan (1)
<b>Stand-down</b>	7	3	4	9 (3) 10 (3) 11 (1)	NZ European (1) Māori (4) Niuean (1) South African (1)

**Table 1: Number of domestic students enrolling in an ITE qualification for the first time by provider - secondary, as at April 2022.**

<b>Provider</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
University of Auckland	350	310	295	300	285	255	215	210	195	150	150	260	165
University of Waikato	225	205	200	155	155	140	150	165	155	140	150	155	160
Massey University	165	100	95	105	75	100	80	105	90	125	105	145	120
Victoria University of Wellington	245	195	205	180	145	160	95	105	110	105	105	130	85
University of Canterbury	145	145	170	110	110	95	75	95	70	55	70	165	85
University of Otago	115	90	80	60	70	35	25	30	35	40	50	75	70
Auckland University of Technology	30	30	25	35	35	30	35	35	60	80	65	60	40
NZ Graduate School of Education	30	25	20	20	25	25	20	20	25	25	20	15	15
Laidlaw College Incorporated											5	5	10
Bethlehem Tertiary Institute	15	20	25	20	25	20	25	30	25	15	20	15	15
<b>Total</b>	<b>1,320</b>	<b>1,120</b>	<b>1,120</b>	<b>990</b>	<b>925</b>	<b>860</b>	<b>725</b>	<b>800</b>	<b>760</b>	<b>735</b>	<b>735</b>	<b>1,030</b>	<b>765</b>

- 1 Data relates to students enrolled as at April with a tertiary education provider in formal qualifications of greater than 0.03 EFTS (more than one week's full-time duration).
- 2 Students may enrol in more than one ITE qualification over time. In this data, we identify students who enrol in an ITE qualification for the very first time in that year.
- 3 In some cases, sector of qualification has been derived from the courses studied by a student and so should be seen as **indicative only**.
- 4 Data in this table, including totals, have been rounded to the nearest 5 to protect the privacy of individuals, so the sum of individual counts may not add to the total.
- 5 This as at April data should be seen as indicative only as students can enrol after April in some programmes and tertiary providers may revise the information provided at a later point in the year.

## 6.3 Property Health & Safety Report

### Property, Health & Safety Report June 2022

#### Property

**1. New courts project.**

The completion date for this job is now September. Supplies from overseas firstly and now winter weather being the problem. The contractor needs 3-4 days in a row of fine weather to lay the turf and is waiting for that opportunity.

**2. Massey Block Roof Project.**

As per last month we are still waiting for final payment for this.

**3. Glasgow Road Valuation.**

Work has commenced, and we await the written figure.

**4. New John Street Gate.**

The new sliding gate seems to be working well now. Unfortunately, students have found a way to open the gate. All they have to do is put their phones over the control box and the gate opens! We've spoken to the contractor about this and await his action.

**5. MOE projects in the balance sheet.**

For some years now the school has been carrying unclosed off projects from the 2016-2021 5YA in our accounts but slowly we are finalizing them. We invoiced the MOE \$160,000 for a total of 3 jobs recently and once paid they will be closed off. 3 other jobs have been closed off. Current live projects (all unrelated to the 5YA ones mentioned above) and their balances are as follows:

SIP-landscaping project	\$4,728cr (i.e. money yet to spend)
Rekeying project	\$5.625cr (i.e. money yet to spend)
10YPP roof project	\$18,226dr (expenditure incurred by PHS to be reimbursed by MOE)
Turf project	\$5,054 dr (net incurred by PHS to be reimbursed by MOE)
Net balance	\$12,926dr

**6. New 10YPP.**

The 10YPP the Board signed off in November has been still not been approved by MOE but we just found out why. Behind the scenes MOE Regional Property Advisor Brenda Roberts has done a sterling job getting the school an extra \$3 million for roofing the whole school. This is on top of the \$2.5m funds already earmarked for other projects!

While the plan is being amended for the \$3m roof project, Pukekohe High School has been able to submit requests for 3 new projects to replace lower priority ones.

The new projects are:

- Upgrading the toilets in Massey block and outside the hall;
- Upgrading the foyer between the hall and admin;
- Bilingual signage.

It is expected the new plan will be submitted by Brenda later this week and in the meantime, she has given us the go ahead to start scoping out projects such the 3 above and big ones like the electrical wiring and the leaking science block and library rooves

## **Health & Safety**

On Monday Wade Harrison from emergency specialist company Harrison & Tew delivered lockdown training to firstly SLT and then to all staff. On Tuesday morning he delivered training to staff who missed the Monday session and then training to all classes via zoom. At 9:40am we then conducted a full practice lockdown with Wade's guidance.

Rachel had already sent notice home to all families on Monday and interestingly the phones were very quiet all morning. We also had no visitors during the time so families played their part. The students did too as the drill lasted 20 mins and all classes were still lying on the floor as per instructions when SLT notified everyone the drill had ended.

There were some issues uncovered which are easy fixes and Wade appeared satisfied with the drill. He was impressed with student discipline and thought Rachel had done well leading the exercise.

## 7.0 Items for Decision

### 7.1 Computer Lease Report

Title	<b>Desktop computer lease proposal</b>
Date	Monday 15 August
Prepared By	Denis Murphy, Richard Barnett
Approved By	Ben Stallworthy, Chair
Recommendation	That the Pukekohe High School Board of Trustees:  Agrees to the leasing of 60 desktop computers with the specifications listed for rooms B9 and M19 as soon as practicable.

Last week we met with both the Art and Technology faculties to discuss their requests for desktop computers. Specifically, their requests are as follows:

- Art-Classroom B9 to be converted into a digital suite of desktop computers capable of running the required software/programmes for our digital based courses for the remainder of 2022 and into 2023 and beyond.
- Technology-Upgrade of the desktop computers in Computer lab M19 for the same reason.

We believe the requests are sensible and vital. They are critical to meet both the current and future-based student and curriculum needs and engagement levels and motivation. They also adequately complement the skills of our teaching staff and would also significantly and immediately impact on our current cohort of students as they move towards the end of their 2022 NCEA studies.

#### Rationale for the requests

- If we converted B9 into a Digital Suite of 30 desktop computers, each desktop could be networked and have capability for Adobe Creative Suite and Moving Image Software (Unreal Engine, Blender etc). We would then add to our leased photocopy fleet a new networked printer for the block (B8, B9 and Anamata Studio).
- Response to curriculum changes as per new NCEA Review of Achievement Standards being implemented and trialled in 2023 and 2024 (L2 and 3 Photography and Film). We want our Art department to remain at the forefront of national/international progress in both these areas as we look to consider and prepare for the implementation of these new standards and key future-based assessment areas.
- Response to the huge burden on the only current digital space of B3 in the Art faculty (currently 9 senior digital classes using/sharing the space, 2 x1APHD, 2 x 2APHO, 1 x 2ADES, 1 x 2AMFX, 1 x 3ADES, 1 x 3AMFX, 1 x 3APHO). Most of these classes are shared within B3.
- Response to increasing pressure on teachers to accommodate students/teach adequately within large, shared classes in B3 and/or teaching digital based subjects in non-digital classrooms. Most shared classes in B3 have more students than computers available. **The handful of desktops spread across the department are close to 10 years old and not capable of functioning and serving the needs of our students.**
- The new Head of Technology Salman Qureshi (who started this term) has found the same problem since he has been here. **He says most of the desktop computers in our computer lab in room M19 are 7 years old and also not**

**capable of serving the needs of our students as a good computer lab should.**

- Response to increasing numbers and digital based course options in all departments and the need for continuing to provide high quality options for students.
- Response to inequity of opportunity of high achievement for students within courses. Some senior students are having greater access to B3 than others (ie the 2 x 2APHO (BU and TM classes) have very different experiences and chances of success due to one being timetabled for B3 and the other being back against a full 1APHD class in B3 and needing to use a non-digital classroom. Other computer spaces around the school are currently either not resourced with powerful enough computers to handle students' work, or the class is fully timetabled, ie M20).
- Desktops in Room M20 and Room T6 in Technology are also underpowered for what is needed but the immediate concerns are B9 and M19. We believe upgrades in M20 and T6 could be deferred until 2023.
- Response to the ongoing need to engage and challenge juniors earlier in our creative digital based subjects (currently juniors can only access the digital suite in the last few weeks of term 4 as B3 is fully timetabled throughout the rest of the year.). The knock-on effect of having digital literate juniors competent in Adobe Creative suite is huge as they move into senior school.
- Response to the greater needs/requirements of all students needing access to digital software for their work.
- Response to constant displacement/disconnection between the 2 art blocks. (students/staff having to constantly move during class time between blocks to access B3/Anamata Studio/Printer etc).
- Response to inequity of students having high end editing software/devices for BYOD needs (Many students are relying on the quality desktop computers we provide to be able access the course adequately).
- Response to our future school building plans. (This proposal requires no additional building work to be undertaken for it to be realised).
- Response to the high numbers of students moving onto tertiary institutes to study (specific numbers, stats and reflections in our 2021 Inquiry for Equitable Outcomes).

**Financial Implications**

1. When completing the 2022 Capex budget in November last year we deferred Art and Technology capex budget requests for a combined total of 60 desktops but it would appear to be a priority now as many courses now available through NZQA cannot be delivered without powerful devices. Few students have devices that are capable of using the software required.
2. Attached is a quote from New Era for the one set of 30 desktops whose specifications are required for the programs we need. As you can see the \$146,000 price tag is significant. Also attached is an operating lease quote for those devices and the cost is \$12,520 per quarter plus Equipment Protection for \$1,252 per quarter, a total of \$13,772 per quarter. New Era have told us leasing 60 desktops would make things cheaper per unit.
3. If we were to lease these devices the impact on our bottom line is the same as if we'd purchased them but of course we would not have to pay the money out front. Also, if we leased the devices we are not stuck with old stock after 3 years like we have been until now.
4. While the school spent a lot of money last year on ICT we have spent only \$31k this year so far and we think we are in a sound enough financial position to accommodate the investment in this technology by way of leasing.
5. We would like to be in a position within the next few years that none of our devices are older than 3 years.
6. We are going to advertise for a Grants Officer (5 hours per week) and it is hoped that grants obtained will pay for most of our ICT requirements in future years.

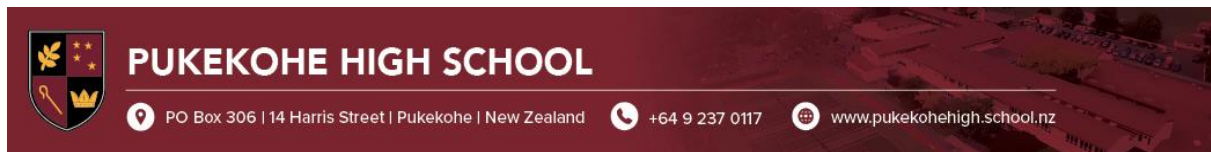


7. It is also noted that now that borders are open again an influx of International Students in 2023 and beyond would improve our bottom line and help fund capex as it has done in previous years.

### **Selling Point for Educational Excellence – Learning without Limits**

We believe that upgrading our computer fleet would be a huge selling point for the school and yet another reason for parents both here and overseas to send their children here. Faculties such as Art/Design/Photography/Graphics would become another point of difference between Pukekohe High School and neighbouring schools, and we could also move into Robotics and Coding. Many local primary schools and Pukekohe Intermediate are already teaching those subjects, so we need to be able to take them to the next level.

## **7.2 Manaakitanga Policy**



### **Policy – Manaakitanga Policy**

Policy to support NAG 5 Health & Safety

#### **Outcome statement**

We value the health & wellbeing (hauora) of all members of our school whānau. We aim to create a safe physical and emotional environment that reflects our values of Manaakitanga (Care) Kotahitanga (Community), Puumautanga (Commitment), Arahitanga (Pride)

#### **Scoping**

All members of our school community - Board of Trustees, school leaders, teachers, staff, students and parents and whānau will have an understanding of what a safe physical and emotional environment looks like and steps they can take to ensure this environment exists at Pukekohe High School.

#### **Delegations**

All members of our school, including individuals themselves, have a responsibility to contribute to and provide manaakitanga / care and protection for others. The Board of Trustees, as an entity, have a duty of care for the well-being of their employees and others. The Principal and Senior leadership team are delegated the responsibility for ensuring all reasonable steps are taken to ensure the safety and wellbeing of others.

#### **Expectations and limitations**

#### **Kāupapa for responding to behaviour**

We believe that managing behaviour relies on consistent application and reference to both our school's values in all learning settings. We believe that the emphasis should be placed on the use of positive strategies to increase desirable behaviours and not

punitive measures to change behaviour. We understand that students' behaviour is underpinned by the stage they have reached in their social and emotional development which is different for every student. Consequences for student behaviour are used as a tool to teach the students what to do instead. The focus will be on repairing the harm done and using the incident primarily as a teachable moment of what could have been done differently.

## **Managing Behaviour**

Managing behaviour relies on consistently applying our school's behaviour plan and strategies to promote positive student behaviour. We also expect high standards of conduct from our school community, including staff, visitors, parents, and whānau, which involves modelling positive behaviour for students. Positive behaviour will be reinforced and recognised through praise postcards and principal's awards.

We acknowledge that every behaviour incident is different and therefore the response to inappropriate behaviour will reflect the needs development of the student involved. We believe that consequences for inappropriate behaviour are needed to restore the mana and trust of all those involved. All consequences are to be fair and reasonable in relation to the degree of seriousness of the behaviour. They are to be applied with fairness and respect and to be used as a tool to 'teach' the student that all behaviours have consequences and steps to repair the hurt need to be made.

The **Pukekohe High -Behaviour & Relationships for Learning Framework** will be used to guide the process of repairing and restoring the mana and trust of those involved.

## **Concerns involving children of staff members**

If a behaviour issue or a concern arises at school that involves the child of a currently employed staff member and another student or group of students, the staff member will not be involved in its resolution. A delegated staff member with no relationship to the student(s) will manage the incident.

## **Physical Restraint**

The use of preventative measures and de-escalation techniques will be the first step when responding to students' behaviour. However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and is only used when there is 'imminent danger of physical injury and/ or signification emotional harm to other students, staff, themselves, or others. Physical restraint is defined as using force to prevent, restrict or subdue the movement of the whole or part of a student's body, against the student's will. It's a serious intervention. Its use is limited to teachers or authorised staff members and only where:

- the physical restraint is necessary to prevent imminent physical and/ or signification emotional harm to the student or another person
- the teacher or authorised staff member reasonably believe that there is no other option available in the circumstances to prevent the harm
- the physical restrain is reasonable and proportionate in the circumstances.

All teaching staff currently employed by the Pukekohe High School BOT are authorised

to apply restraint. Non-teaching staff can apply restraint if they have been authorised, in writing, by the board. The student, and the person who applied the physical restraint, should be monitored for signs of distress or shock in the aftermath of the incident. The school will hold a debrief after the incident, examining the events leading up to it, the interventions used, and what could have been done differently. The Ministry of Education, and the board, are notified of any incident involving physical restraint. Parents/caregivers whose child was involved in the incident should be notified as soon as practically possible. They should be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents should be dealt with through the school's complaints process, and the Ministry of Education contacted for advice, if necessary.

Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.

The [Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint](#) will support the schools' process and response to physical restraint at school.

## **Time-out and Seclusion**

Seclusion is prohibited at Pukekohe High School. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate and can be emotionally (and physically) damaging to students. Time-out is different from seclusion and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out will be within direct sight of a staff member and will be checked regularly in order to assess student's emotional state and safety. Time-out will be used as a tool to allow students space to regulate their emotions or to ensure the physical and/or emotional safety of themselves or others.

## **Bullying and Online Bullying**

Bullying is deliberate, harmful behaviour that is repeated or continues over a period of time. It often involves a power imbalance and it is difficult for those being bullied to defend themselves. Bullying is a form of harassment, and usually refers to intimidating behaviour between school students, but may involve staff. If an incident involves both staff and students, the complaints procedure is followed.

All members of the school have a responsibility to recognise bullying and online bullying, and to take action when they are aware of it happening. Maintaining awareness is important as bullying can be subtle and hard to recognise but small acts are still harmful over time. Pukekohe High aims to create a safe environment however if students are being bullied, they need to feel supported and know what to do. Bullying may be defined as:

- physical, e.g. hitting, kicking, taking belongings
- verbal, e.g. name calling, insults

- social/relational, e.g. spreading nasty stories, excluding from groups, making threats
- identity-based, e.g. racist, sexist, religious, ableist, sexuality and gender-based.

Pukekohe High School will deal with incidents of bullying and online bullying through our school's Behaviour Management plan. The MOE Bullying Prevention and Response guideline for schools and [www.bullyingfree.nz](http://www.bullyingfree.nz) will support the schools' process and response to bullying at school.

## Search and Confiscation

Maintaining a safe physical and emotional environment for students and staff is a priority for Pukekohe High School. Situations may arise when the search and confiscation of student property may be required in order to maintain safety for all. Any search and/or confiscation of student property must comply with legislation and be justified as both reasonable and necessary to keep the environment safe. Reasonable grounds means that a student has an item that is likely to endanger safety, or is likely to detrimentally affect the learning area, or is harmful.

A student may be searched when matters of inappropriate material, stolen property, illegal substances, and items not permitted at school or weapons are involved.

All staff must seek permission from the student for a search. This permission must be clearly asked for and positively given. If a student refuses, parents or caregivers should be contacted to seek permission. Usual school disciplinary or behaviour management practices (including stand down and suspension) will be applied depending on the outcome of the search and/or confiscation. The [MOE Surrender and retention of property and searches - guidelines for schools](#) will support the schools' process and response to search and confiscation.

## Procedures/supporting documentation

*Pukekohe High -Behaviour & Relationships for Learning Framework*

*Complaints Policy and process*

*Health & Safety Policy*

*Child Protection Policy*

*Protected Disclosures Policy*

*Student Device Policy*

*Anti Bully & Harassment Policy*

## Monitoring

Reviewed: August 2022	Next review: August 2025
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## 7.3 International Student Restart 2022

Title	International Student restart 2022
Date	Monday 15 August
Prepared By	Richard Barnett
Approved By	Ben Stallworthy, Chair
Recommendation	That the Pukekohe High School Board of Trustees: Approves the combined campus approach to international student recruitment of Pukekohe High School and Pukekohe Intermediate School

I have held a further, very positive meeting with the principal and international director at Pukekohe Intermediate School to discuss a joint approach to the marketing of our two schools and potential recruitment of international students. We also discussed the sharing of staffing costs between the two schools for the two roles of International Director and Homestay Coordinator from the beginning of term 4 2022.

Below are details and costings of the trip in October, which will see the two schools marketed as a joint Pukekohe campus from Years 7 – 13.

### **COEX Fair - Seoul, Korea. October 20 - 23**

#### **Overview**

South Korea has been an important source country in the global education market and has been consistently the fourth largest sender of international students to New Zealand. It is well known for high investment in education and heavy use of agents.

### **ENZ Fair Ho Chi Minh City and Ha Noi, Viet Nam 28-31 October**

#### **Overview**

Viet Nam has resumed normal day to day life and most activities are organised face-to-face as in pre-covid times. In-person education fairs remain an indispensable format favoured by local parents/students seeking official and updated information from foreign institutions.

Education fairs led by Education New Zealand have always been regarded as eminent, reputable, and prestigious events where prospective parents and students can come to source reliable information about studying in New Zealand and communicate directly with representatives from New Zealand institutions.

### **Thailand ENZ Fair Bangkok November 4 -5 2023**

#### **Overview**

This event is key for maintaining in-market credibility and reputation amongst stakeholders and consumers, to keep NZ front of mind amongst accelerated competitor activities.

PUKEKOHE CAMPUS INTERNATIONAL STUDENT RESTART 2022							
Event	Location	Date	Registration Fee	Promotion Costs	Travel Costs	Incidentals (Gifts etc.)	Total Cost
COEX Fair	Seoul, Korea	20/10/2022 to 23/10/2022	250.00	2,500.00	3,499.00	200.00	6,449.00
Stakeholder Fair	Tokyo, Japan	25/10/2022 to 27/10/2022	250.00	TBC	-	200.00	450.00
ENZ Fair	Ho Chi Minh City, Viet Nam	28/10/2022 to 29/10/2022	250.00	1,500.00	-	200.00	1,950.00
ENZ Fair	Ha Noi, Viet Nam	30/10/2022 to 31/10/2022	250.00	1,500.00	-	200.00	1,950.00
Thailand ENZ Fair	Bangkok, Thailand	04/11/2022 to 05/11/2022	250.00	1,500.00	-	200.00	1,950.00
							12,749.00
<b>Contributions</b>							
Pukekohe High School							(6,374.50)
Net Cost to Pukekohe Intermediate School							6,374.50

## 7.4 Counties Energy Hui

<b>Title</b>	<b>Counties Energy Hui</b>
<b>Date</b>	<b>14/08/2022</b>
<b>Prepared By</b>	<b>Richard Barnett and Logan Soole</b>
<b>Approved By</b>	<b>Ben Stallworthy</b>
<b>Purpose</b>	<b>For information</b>
<b>Recommendation</b>	<b>That the Pukekohe High School Board of Trustees:</b> <b><i>Requests that the issue of providing solar panels for the future campus development plan continues to be discussed with MOE, architects and project manager</i></b>

In June, we visited Counties Energy at their offices on Glasgow Rd. We met with their commercial general manager, strategy manager and communications manager.

They gave an insight into several large projects where organisations are using solar energy. One of the key challenges for solar energy is the weight of the panels on the roof. Buildings must be constructed to allow for the additional weight of these panels.

Counties Energy were happy to provide solar panels and the equipment and sell the energy back to Pukekohe High School at a reduced rate, for example, on the new school block. They also expressed a keen interest to provide learning opportunities and programs using the solar installation.

They mentioned that Waiuku College also approached Counties Energy who offered the same deal but by purchasing and installing their own, Waiuku College saved approximately 50% more on their power.

### **Additional information:**

When discussed with the MoE project manager for the new build, they were against the idea of solar panels as their experience is that heavy panels will cause damage to the roof membranes and therefore watertightness issues for the lifetime of the building. The energy efficiency and conservation authority (ECCA) have expressed their concern about this when they deal with MoE. ECCA hope that an upcoming appointment of a new MoE senior staff member will change this view.

## 7.5 Franklin Trails

<b>Title</b>	<b>Franklin Trails</b>
<b>Date</b>	
<b>Prepared By</b>	<b>Andrew Sinclair (Franklin Trails), Ben Stallworthy, Richard Barnett</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>requests that the Principal meet with Franklin Trails establishing a liaison relationship and investigating how the two groups may be able to work together to encourage more staff and students to walk or cycle to school.</b></li> <li>• <b>requests that the Principal draft a submission to the Ekē Panuku Master Plan process to be reviewed by the Trustees and then submitted.</b></li> <li>• <b>request that the Principal arranges for the new board to meet with Franklin Trails after the forthcoming trustee election.</b></li> </ul>

### **Introduction**

Franklin Trails, is a community group that encourages walking and cycling initiatives in this area.

Andrew Sinclair from this group, contacted the Chair about building a stronger and more supportive relationship with Pukekohe High School. The Chair has discussed the request with Mr Sinclair and with the Principal and a report has been written to outline the situation.

### **Analysis**

Franklin Trails is currently working to develop a network of walking and cycling trails around central Pukekohe. The school is centrally located and currently has few students or staff cycling to school. People walking or cycling to school reduces carbon emissions, encourages healthier lifestyles and with careful implementation could reduce congestion in the area.

Further, Pukekohe is undergoing a period of enormous growth with an increase of approximately 50,000 residents expected in the next twenty years and increasing intensification of housing near the school contributing to decreasing road capacity and more congestion if people continue to use cars to drop students at school.

### **Key points about the area that make it easier to encourage walking and cycling to school**

At this time there is opportunity to 'future proof' the community and to plan for increasing population and density. The town has a number of physical features that provide excellent potential for developing better walking and cycling networks including:

- Pukekohe is relatively flat. It is not a difficult area topographically to cycle around.
- The town a number of large parks that connect residential areas and the central business area (including the high school). The parks provide opportunities to develop off-road walking and cycling facilities.
- The area's roads are wide with large existing berms. In future, this could allow for protected cycleways or wider shared paths separated from traffic.

## **Auckland Council plans making it easier to encourage walking and cycling to school**

Auckland Council is already planning significant investment into the area through its development agency Ekē Panuku. The Pukekohe Master Plan was recently released for consultation and includes a range of potential improvements to existing walking and cycling links in the area. See this link for more information -

<https://www.ekepanuku.co.nz/downloads/assets/8965/1/pukekohe%20high%20level%20project%20plan.pdf>

Auckland Council has plans for improving or building safer connections near the school including:

- A recreation trail connecting the stadium and Roulston Park through to Reynolds Rd, Hickeys Reserve and Colin Lawrie Fields.
- A route between Belmont and Paerata Rd linking existing recreational reserves and widening existing paths suitable for cyclists and pedestrians.
- A route around Bledisloe Park suitable for family recreational purposes.

Auckland Council is struggling with funding at this time however these routes are in plans, so are likely to continue to be worked on; and be delivered eventually.

## **Franklin Trails and the school working together**

Franklin Trails believes that by working together with the school more people on the campus can be encouraged to cycle or walk to school and suggests the following opportunities be investigated:

- That the school establishes a relationship with the organisation and looks at short term opportunities to encourage more people to cycle to school.
- That the school makes a submission to Ekē Panuku's Master Plan.
- That this discussion is recorded by the board and that after trustee elections in September 2022, the new board meets with Franklin Trails and discusses combined advocacy to Auckland Council, Ekē Panuku and Auckland Transport through the Local Board Plan process for delivery of projects like those listed above that will encourage development of more and safer walking and cycling routes for staff and students.

## **Summary**

Considerable change is expected in the near future in Pukekohe. This will include intensification and population growth that over time, will make it harder for people to use cars as their primary form of transport to and from school. Further, reducing carbon emissions and encouraging people to be more active has significant health and environmental benefits.

It is sensible and strategic to start thinking about the best way to adapt to the area's evolution while there is still the opportunity to advocate and influence change. Franklin Trails' approach is timely; and warrants further investigation because working together with community groups enables the school to achieve more with available resources.

## **Future Plans**

At this point it would be poor governance for the board to commit to any activity outside of this term, therefore the following plan is suggested:

- Before the trustee election:



- The Board requests that the Principal meet with Franklin Trails establishing a liaison relationship and investigating how the two groups may be able to work together to encourage more staff and students to walk or cycle to school.
- The Board requests that the Principal draft a submission to the Ekē Panuku Master Plan process to be reviewed by the Trustees and then submitted.
- After the trustee election:
  - The Principal arranges for the new board to meet with Franklin Trails and discuss if there is support from Trustees to work together with group and support advocacy to Auckland Council, Ekē Panuku and Auckland Transport