PUKEKOHE
HIGH SCHOOL

Board of Trustees Agenda
18 March 2024

Welcome from Board Chair and Karakia

1. Apologies

2. Declaration of Conflict of Interest

3. Confirmation of Previous Minutes
   Minutes of Pukekohe High School Board of Trustees dated 19 February 2024 have been circulated to all Trustees.

4. Feedback from Whanau Hui from representatives of the Roopuu Aawhina Group

5. Principal's Report

6. Brief Presentation on School Culture

7. Financial Management

8. Property Management

9. Health & Safety

10. Policy Review

11. Correspondence

PUKEKOHE
HIGH SCHOOL

Report to Board of Trustees
March 2024

Area of Responsibility: Principal	**Report by:** James Thomas

We are continuing to hear from staff and students it is a smooth, positive start to the year. This doesn't mean we have been without challenges, dramas; and on occasion made mistakes. But staff are doing their best to give our tamariki the best possible experiences which will lead to desired achievements and pathways.

It's definitely time to stop talking about the start of the year. At the time of writing, we have 16 full schools days before the end of the term, so we should be well into our stride as we engage students with their learning.

Once again, thank you for the opportunity, and for your support.

Nga mihi nui

James Thomas
Principal

School Statistics:

Enrolment totals 1 January – 29 February 2024.

Zoning Status	Year 9	Year 10	Year 11	Year 12	Year 13	Total	% of roll
In Zone	331	399	419	322	254	1725	91.50
Out of Zone	46	24	27	22	14	133	7.00
Not Applicable	2	5	9	7	4	29	1.50
Current Roll	**379**	**428**	**455**	**351**	**272**	**1885**	**100**

New Enrolments - Domestic Students	**Monthly Total** 1 February - 29 February 2024							**Running Total** 1 January - 29 February 2024						
	9	10	11	12	13	14	Tot	9	10	11	12	13	14	Tot
Grand Total	381	23	20	17	12		**453**	381	24	20	17	12		**454**

ETHNICITY	9	10	11	12	13	14	Tot	9	10	11	12	13	14	Tot
Asian	61	3	4	4	8		**80**	61	3	4	4	8		**80**
European	140	7	4	5	1		**157**	140	8	4	5	1		**158**
Māori	126	10	5	4	2		**147**	126	10	5	4	2		**147**
MELAA	12		2				**14**	12		2				**14**
Pasifika	41	3	5	4	1		**54**	41	3	5	4	1		**54**
Other	1						**1**	1						**1**
Total	381	23	20	17	12	0	**453**	381	24	20	17	12	0	**454**

Enrolment - International Students	**Monthly Total** 1 February - 29 February 2024							**Running Total** 1 January - 29 February 2024						
	9	10	11	12	13	14	Tot	9	10	11	12	13	14	Tot
FF **Fee paying students**	2	2	2	1	1		**8**	2	1	4	5	4		**16**
EX **Exchange Students**							**0**							**0**
FF **Short Stay Group Students**	24	3					**27**	32	4					**36**
Total	26	5	2	1	1	0	**35**	34	5	4	5	4	0	**52**

Strategic Goals & Actions:

Attendance and Engagement

The school is continuing to track attendance carefully using a number of the new processes implemented from the start of this year. These include:
1. 2x per term monitoring of, and intervention with, students in the chronic attendance (70% or less total attendance) category. Led by SLT (attendance) and the Kaitiaki team with a view to significantly reducing the percentage of students in this category.
2. Weekly reporting of school-wide total attendance figures to staff in the All Staff Pānui (newsleter) with a view to providing clarity and visibility around our attendance drive.
3. Late-to-school process: Continuation of the sign-in process for those students late to Period 1 with a view to promoting improved punctuality.
4. Closer liaison with Franklin Attendance Services: quicker referral system for students with on-going unexplained attendance.

The impact of these initiatives will be reviewed at the end of each term using school attendance statistics measured against the 2023 figures as well as our attendance goals for 2024.

Te Wāhanga Whakaako / Māori learners:
The first Whānau Hui for the year was held in Week Six. Whānau heard about some of the new initiatives impacting tauira Māori including:
- Tūwhitia Te Hikoi Ora Whānau Rōpū programme
- Reo Rangatira Māori medium combined NCEA class
- Kapa Haka programme

Whānau were also given the opportunity to feed back on the draft annual plan as presented by James Thomas.

Academic Conferences:
Academic Conferences are being held on March 14 and 15. These are an opportunity for families to meet with Kaiaawhina and for students to lead a discussion around their goals for thew year and progress towards these to date. As of March 14, approximately 995 individual conferences had been booked.

Quality Teaching and Learning

Actions taken:
Two full staff PLD sessions to introduce and unpack the Niho Taniwha framework and two on Te Tiriti o Waitangi, its implications for educators and how we can give effect to Te Tiriti in our everyday practice. This included unpacking our own Pukekohe High School Effective Teacher Profile (developed 2020 – appendix 2).

We have set up a team facilitators (from within our teaching staff) to plan for next steps including planning a series of school wide observations (culturally responsive and relational practices) and differentiated workshops for Term Two.

The Professional Growth Cycle documentation has been modified to align with the Niho Taniwha model and ensure that teacher's goals are focussed on improving teaching and learning practice with a particular focus on Māori achievement.

Our Specialist Classroom Teacher has completed walk-through observations for all provisionally certified teachers (including overseas training teachers) and provided feedback ahead of more formal observations before the end of the term.

Provisionally certified teachers have had professional learning through the induction and mentoring programme on restorative practices to manage challenging behaviours and create a settled learning environment, so they are able to then focus on the use of the most effective pedagogies to improve learning outcomes for students (Teaching to the North East – Russell Bishop).

Next Steps
Further development of a Niho Taniwha implementation team to support observations later this term and lead differentiated professional learning groups from term two.

Walk through observations using a co-constructed continuum of practice (Rongohia te hau) to provide baseline data on culturally sustaining pedagogies across the whole school.

Planning for the Staff Only Day (April 12) with Melanie Riwai-Couch as our keynote speaker.

All provisionally certified teachers have PLD during the term break with Margaret Ross on behaviour management using restorative practices.

Planning for Term Two, differentiated approach to PLD using the Niho Taniwha framework

Evidence
By the end of Term One we will have completed six full staff professional learning sessions, and will have baseline data to draw from on quality teaching and learning practices including observation data alongside whānau and student voice.

School Culture

Objectives:
1. Improving school culture by acknowledging and rewards examples or our school values.
2. Getting teams to compete in ASB Polyfest
3. Having whole school sports events

Actions:

1. Framework of a 'recognise and reward system' is now set up on KAMAR. Discussion about the system that positively reenforces the school values and correct behaviour for learning with the PLT (Kaitiaki/Deans). Feedback has been taken on board ready for next step sharing with the CLT (Kaihautu/Faculty Leaders) before whole staff.
2. We have four group (Kapa haka, Tongan, Kiribati, Indian) that have been training and are ready for the ASB PolyFest March 21 &/or 22. We also have the Fiafia night on Tuesday 19 March which a chance for the teams to perform before the big event; celebrate with staff, students and families who won't be at the event; and really acknowledge the students and coaches' efforts.
3. House athletics was a huge success and really started the 2024 House events off well getting a huge proportion of the school involved and out celebrating. This built to the swim sports where we had all our swimmers over in the pools and House events for the Yr9 and Yr10 cohorts. Some great House events and continuing to be building on the interhouse competitions with our House points as running totals this is making sure the Houses are a central part of the school and being engaged with regularly.
4. House assemblies to advertise events and get the groups to bond over the different year levels has been a new approach this year and early feedback is very positive.
5. Pacifica Fono Friday 15 March is our change to get some community voice on our plans and focus points this year. I look forward to feeding back on the voices have to say.

Pastoral

The term has settled with a positive and safe learning environment. The Year 9 camps were a great success. 140 students attended four camps with plenty of staff and senior students participating and investing time and a positive school culture into our Year 9 students. Feedback from students, teachers, and the community was positive. Future Pathways and the Gateway/Careers department have been working collaboratively with the Franklin schools to prepare for the Careers Expo next week Thursday 21 March. The connections this team is making with the industry, and tertiary institutions are fabulous, and I am looking forward to seeing what the future holds for our students.

The New Block

The New Block should be available for us from the start of Term Two. We are very excited about the space giving us much needed breathing room as well as significant educational opportunities. This comes at a time when we are reviewing our junior curriculum. While we do not intend having a final blueprint ready to implement at the start of next term, the direction we are heading is this:
- Our refreshed junior curriculum (with greater emphasis on engagement, pathways and collaboration) will guide the use of the new block.
- A Steering Group has been set up to progress this mahi.
- Initially teachers who are keen to explore greater integration, differentiation and collaboration will be timetabled for some of their classes in the new block.
- This will mainly involve Yr 9 & 10 classes; and some combination of senior classes as appropriate, eg, Yr 11 and 12 Business Studies.
- Some of the new block will be available as bookable space for such things as guest speakers, one-off projects and special events
- We plan to review this late Term Two to see if there should be any changes from mid-year.
- The appointment of our new permanent principal and development of our strategic plan will have a significant impact on the use of our new block.

Strategic Planning:

As you can see from the above, we continue to make good progress with the Key Focus Araes of 2024, namely:

- Quality Teaching and Learning
- Attendance
- School Culture

Having spoken with other groups about our Strategic Planning there is agreement that **Improving the Educational Experiences and Outcomes for ALL Students is** the essence of our mahi. The Senior Leadership Team is well on the way with detailed specific objectives, actions, evidence of success, and reflection. However, it would be premature to present a final draft until the appropriate consultation has been done. To this end we had a very constructive Whanau Hui on Tuesday 5 March, and I have a meeting planned with the education people at Ngati Tamaoho. To this end, Max (Kaumatua at our school powhiri) and Toni-Anne Williams and Sarah Cole will attend the Board Meeting on Monday night as representatives of the Rōpū Āwhina steering group. In about 15min they will touch on – purpose and intent of the group, progress/initiatives over the course of the past couple of years, ongoing challenges, and draft annual plan.

While schools would normally by now have submitted their Strategic and Annual Plans to the Ministry, we are under no pressure as I have secured an extension.

Attendance

AREA – Running Totals							
1 January - 23 February 2024							

ATTENDANCE AVERAGE %	9	10	11	12	13	14	Ave %
Asian	88.3	86.4	91.4	90.7	87.9		**89.0**
European	91.9	90	86.5	90.1	86.4		**88.8**
Māori	87.1	80.9	87	83.2	83.1		**84.6**
MELAA	91.7	94.4	88.8	91.5	95.2		**92.1**
Pasifika	84.6	83.4	80.6	83.8	75.7		**81.8**
Other	93	91.8	86.8	88.3	86.5		**88.5**
Ave %	**89**	**86.7**	**86.7**	**88.2**	**84.9**		**87.2**

Action: Information regarding Attendance

Financial Management (report supported by Denis Murphy – Business Manager)

Financial Statements and Creditors:
Appendix 1 is the January 2024 income & expenditure statements and balance sheet as at 29 February 2024.

We have carried on where we left off in January and now have a surplus of $340k for the year to date (January $156k).

Variances
Variances to budget worth noting are:
Income
Operations Grant
We are ahead of budget by $105k offsetting the shortfalls below in Locally Raised Funds and International.

Locally Raised Funds
We are a bit behind at present as income still hasn't kicked in yet.

International Students
International, even though behind budget at present has already secured a lot of income for the year ahead. This month we have included one teaching staff member in the budgeted and actual expenditure. Income is low for the month due to a big refund we paid to one family.

Expenditure
We are $199k below budgeted expenditure for the first two months and it would be good to carry that on in the next few months.

Staff banking
Staff banking figures start from the first pay in February and after two pays we are sitting at -$10k (in other words we owe MOE $10k). This is on top of the $345k we owe them for last year, which we are allowing for in this year's budget.

Working Capital
Working Capital has improved again this month. It was -$425k in January but has now risen to -$268k because we recorded another surplus in February. We have spent very little on capital items again this month.

We mentioned last month that we are holding funds that do not need repaying (eg income in advance) and it is worth noting we currently have $2.7m in the bank with another $1.1m in Operations Grant arriving on 1 April.

(Financials)
Action: I move that the January financial statements and January creditors be approved.

Property Management   (report supported by Denis Murphy – Business Manager)

Massey Block toilets. Two companies tendered for the job and the successful one believes the work will take 6 weeks. We are deciding on a start date and ways of minimizing the impact on students. We don't really want to wait until the next Christmas holidays.

Fencing project. This project is nearing completion and work will commence on the fence in front of the new block on Monday 18 March. This section is at the school's cost ($35k).

Electrical project. The MOE have finally paid the $300k for this work so we can pay the contractor.

New classroom block. This project too is nearing completion and the new landscaping work enhances the site. Once the new fence is erected, the mesh fence around the site will be removed.

Cladding at the end of A block. (Also known as Bryant West wing and Helen Aspinall blocks)
The is really in need of replacement but will be done in the school holidays as part of cyclical maintenance.

Health & Safety   (report supported by Denis Murphy – Business Manager)

Incident Reports:

	Workers	Students	Others (e.g. visitors)	Total
Number of minor injuries needing on-site treatment only	Nil	Nil	Nil	Nil
Number of injuries or incidents resulting in doctor or other medical visits	1	1	Nil	Nil
Number of notifiable events (reported to WorkSafe NZ)	Nil	Nil	Nil	Nil
Causes				
Comments on notifiable events/analysis/corrective actions				
Trends				

Health and Safety Committee updates:

Committee met on Thursday 7 March and this report below was tabled there.

Roofing Project. We had a biological assessment done of the Art block a few weeks ago and it highlights a lot of deterioration leading to mould and odours. Most of the deterioration was caused by the leaking roof which has been repaired but needs replacement. As you are aware the project is on hold but we believe we may need to get MOE approval to do remedial work as we did with the covered walkway.

Review (as per review schedule):

Discipline Summary:
Stand downs and suspensions since the last board meeting:

Action	Total	Female	Male	Year Level	Ethnicity
Suspension	1	0	1	11 (1)	Māori
Stand-down	6	2	4	10 (3) 11 (2) 12 (1)	Maori (4) NZ European/Cook Islands Maori (1) NZ European (1)

Action: Information to ensure Health & Safety processes are in place.

Policy review   (report supported by Simon Williams)

Staff Device Policy 2021, please read and ratify.

Student Device Policy 2021 is also due for review. Below is an addition that needs to be added to the current policy.

- In keeping with the Government's 2024 regulation, we will expect student's phones to be away for the day, meaning phones either do not come with the student to school (recommended), or are switched off and in their bags during the full school day.
- It is important to note that if students do make the decision to bring a phone to the school grounds, they do so at their own risk. The school is not responsible for any loss or damage caused to any phone.

Nil

I move that this report be accepted.

Appendix_1

Pukekohe High School
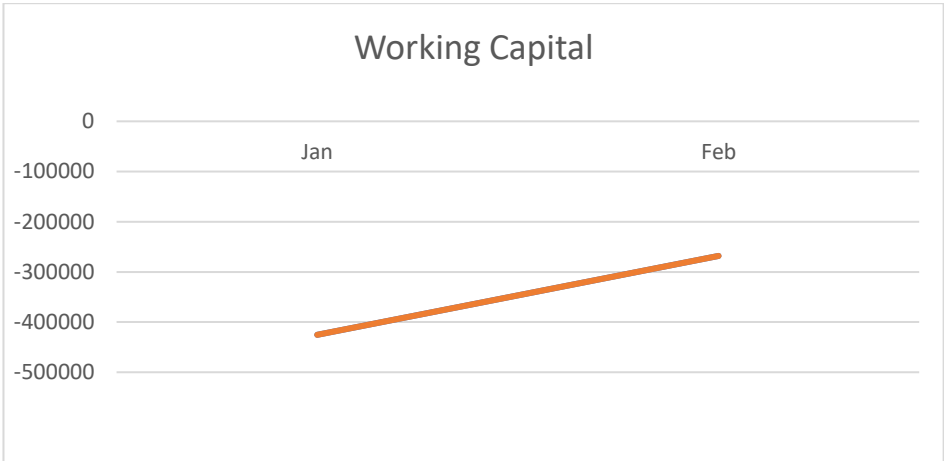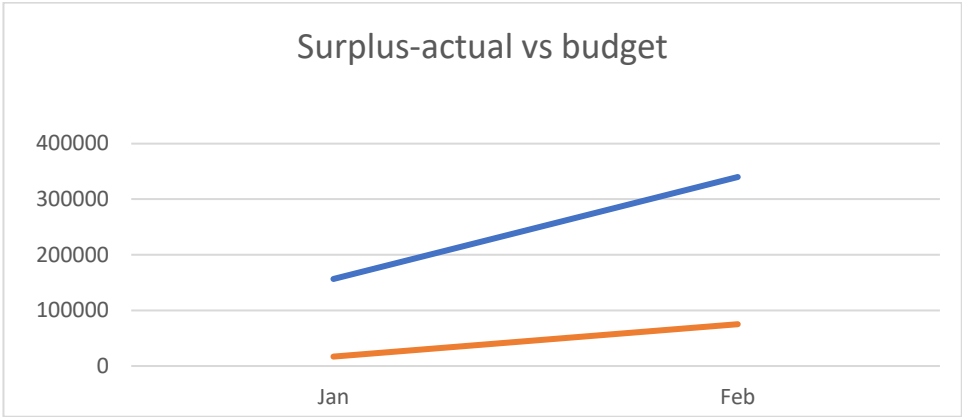## Income and Expenditure
For the two months ended 29 February 2024

	Actual Feb $	Actual YTD $	YTD Budget $	Variance Actual $	Variance %
Income					
Government Grants					
Operations Grant	549,393	1,011,329	905,746	105,583	12
Teachers Salary Grant	830,189	1,698,590	1,698,589	1	0
Use of land & buildings	266,667	533,334	533,334	-	-
	1,646,249	**3,243,253**	**3,137,669**	**105,584**	**3**
Locally Raised funds			-		
Donations/Fundraising/Activities	65	8,666	8,170	496	6
Sport Income/exp	(15,514)	(15,613)	(30)	(15,583)	(51,943)
Other activities inc/exp	4,947	9,628	34,294	(24,666)	(72)
	(10,502)	**2,681**	**42,434**	**(39,753)**	**(94)**
International Students	**447**	**46,098**	**49,784**	**(3,686)**	**(7)**
Investment income	**7,524**	**10,705**	**8,000**	**2,705**	**34**
Total Income	**1,643,718**	**3,302,737**	**3,237,887**	**64,850**	**2**
Less expenses					
Learning Resources					
Staff Expenses	129,340	217,300	342,434	(125,134)	(37)
Teachers Salary-MOE funded	830,189	1,698,590	1,698,589	1	0
Curricula	45,859	87,620	99,886	(12,266)	(12)

Curricular Other	10,483	18,679	17,252	1,427	8
	1,015,871	**2,022,189**	**2,158,161**	**(135,972)**	**(6)**
Administration					
Staff expenses	73,707	125,769	148,232	(22,463)	(15)
ICT	19,613	74,618	63,774	10,844	17
General/Consumables/Legal	4,862	16,614	13,072	3,542	27
BOT Expenses	5,565	5,565	2,390	3,175	133
Communication	1,191	2,536	6,380	(3,844)	(60)
Risk Management	2,334	2,404	7,058	(4,654)	(66)
Audit/Accounting	22	43	6,922	(6,879)	(99)
	107,294	**227,549**	**247,828**	**(20,279)**	**(8)**
Property					
Use of land & buildings	266,667	533,334	533,334	-	-
Repairs and Maintenance	8,547	18,179	28,896	(10,717)	(37)
Staff expenses	33,100	51,506	61,384	(9,878)	(16)
Caretaking/cleaning	1,854	2,318	6,260	(3,942)	(63)
Heat, Light and Water	4,640	14,119	22,882	(8,763)	(38)
Grounds	3,502	5,072	7,662	(2,590)	(34)
Security	5,268	6,344	12,500	(6,156)	(49)
	323,578	**630,872**	**672,918**	**(42,046)**	**(6)**
Finance Costs	343	702	1,396	**(694)**	**(50)**
Depreciation	40,247	81,452	82,390	**(938)**	**(1)**
				-	
Total Expenditure	**1,487,333**	**2,962,764**	**3,162,693**	**(199,929)**	**(6)**
				-	
Surplus/(Deficit)	**156,384**	**339,973**	**75,194**	**264,779**	**(352)**

Pukekohe High School

Statement of Financial Position
As at 29 February 2024

	Feb Actual $	Jan Actual $
Current Assets		
Cash and Cash Equivalents	1,201,154	819,487
Accounts Receivable	523,386	474,580
Investments	1,000,000	1,800,000
Inventories	3,797	3,797
	2,728,337	**3,097,864**
Current Laibilities		
Govt Grants in Advance	665,691	1,117,954
Accounts Payable	248,033	308,530
GST payable	270,437	269,624
International Student Funds	411,340	427,668
Student Funds received in Advance	11,022	11,386
Provision for Cyclical Maintenance-Current	77,252	91,413
Finance Lease Liability - Current	81,827	84,683
MOE Property Projects	821,081	838,983
MOE Salary accrual	64,527	27,995
Overstaffing liability	345,354	345,000
	2,996,564	**3,523,236**
Working Capital Surplus/(Deficit)	**(268,227)**	**(425,372)**
Non-current Assets		
Property, Plant and Equipment	2,610,895	2,611,051
	2,610,895	**2,611,051**
Non-current Liabilities		
Provision for Cyclical Maintenance	128,053	128,053
Finance Lease Liability	58,605	48,352
	186,658	**176,405**
Net Assets	**2,156,010**	**2,009,274**
Equity		
Accumulated Funds	1,707,516	1,744,207
Furniture Grant	108,521	108,522
Net surplu/(deficit)	339,973	156,545
	2,156,010	**2,009,274**

Surplus-actual vs budget

	Jan	Feb
	400000	
	300000	
	200000	
	100000	
	0	

Working Capital

	Jan	Feb
	0	
	-100000	
	-200000	
	-300000	
	-400000	
	-500000	

Staff banking

	Jan	Feb
	0	
	-2000	
	-4000	
	-6000	
	-8000	
	-10000	
	-12000	

The Pukekohe High School
Effective Teacher Profile

Whaaia te iti kahurangi ki te tuuohu koe me he maunga teitei

Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain.

Kaupapa / Vision

'Teaching Excellence'

The aim of the Effective Teacher Profile is to strengthen effective pedagogy within the school

It recognises that we are agents of change and that effective teachers at Pukekohe High School actively reject deficit theorising as they strive to achieving teaching excellence.

The effective teacher profile has been informed by:

- PHS co-constructed continuum of practise (culturally responsive and relational pedagogy)
- Tataiako
- PHS student voice (Maaori student consultation 2019)
- The standards for the teaching profession
- The code of professional responsibility

Supporting teachers in the effective teacher profile:

Pukekohe High School Effective Teacher Profile

Elements of the Effective Teacher Profile		Examples in practise
AKO • Reciprocal Learning • Teaching and Learning • Action and Interaction	Sense-making is dialogic, interactive and ongoing Feedback about learning is specific A connection with peers Reciprocal learning	• Academic Feed-forward (regular, timely and specific) • Co-construction (including listening to student ideas and opinions) • Learning expectations are clearly and explicitly indicated • Differentiated learning strategies • Deliberately plans for interactive (and dialogic) learning • Uses a range of strategies to support student learning • Links are made to students prior knowledge and understanding • Co-operative and collaborative learning strategies (deliberately taught)
MANAAKITANGA • Respect • Responsibility • Kindness	Connection to Maatauranga Maaori Teachers establish a caring, secure, inclusive environment that supports the culture, language and identity of students Actively rejects deficit thinking and is accountable for student learning	• Students greeted at door • Uses Tikanga • Te Reo is seen and heard in the lesson • Provide opportunities to include the culture of Maaori and Pasifika in learning contexts • Are compassionate and empathetic • Treats students and whanau with respect • Power-sharing with students

KOTAHITANGA
• Community
• Whanaungatanga
• Working together
	Listening to your learning (includes knowing your learner)
	
	Effective relationships for learning
	  • Teacher – student
	  • Student – student
	
	Active participation in the wider school community
	
	Partners with parents / whanau / caregivers
		• The learning space is shared and respected
		• Restorative practices are used
		• Getting to know learners – what interests them, motivates them and how they learn best
		• Tuakana-Teina and co-operative learning strategies are used
		• Decision making and practice is responsive to relevant evidence

PUUMAUTANGA • Commitment • Perseverance • Resilience	Looks for the potential in all Flexibility and choice for students Develops critical / deeper thinking	• Looks for the good in everyone and recognising success • Cares for and is committed to the performance and learning of their students • Has a clear philosophy of teaching – understands the 'why' • Uses multiple measures to identify strengths and weaknesses
ARAHITANGA • Pride • Honour • Leadership	High expectations Critical reflection of teaching / continued learning Curriculum knowledge and pedagogical expertise	• Provides cognitive challenge for learners • Teaching excellence to all • Challenges established practice through critical reflection • Understands how their curriculum knowledge fits into the holistic education of leaners

AKO

AKO is all actions and interactions by teachers in relation to teaching and learning. Effective AKO leads to reciprocal learning, where sense making is dialogic, interactive and ongoing.

Teachers who are effectively demonstrating AKO:

Provide academic feedforward

- Identify specific next steps in learning for akonga
- Feedback and feedforward is timely and provided while akonga still have an opportunity to improve
- Uses other strategies for feedback / feedforward such as peer assessment (such as the Austin's butterfly method)

Co-construct with students

- Use student voice to inform teaching and include the interests of students in lesson planning
- Co-construct learning intentions and success criteria
- Use of student generated questioning

Learning expectations are clearly and explicitly indicated

- Use of learning intentions, success criteria, do nows
- Routines and preventative strategies are used for positive behaviour
- Explicitly teach students what they need to know

Deliberately plan for interactive (and dialogic) learning

- Use of collaborative and co-operative teaching and learning strategies
- Teach students how to work collaboratively (e,g KAGAN method)
- Use of diagrams, graphic organisers, kanban, concept maps and mind maps
- Considers and values multiple perspectives

Differentiated learning strategies

- Use of tools such as solo and blooms taxonomy to progress and extend akonga
- Give students time to practice what they have learned
- Expose students to multiple contexts for learning concepts
- Use strategies such as rehearsal and review

Uses a range of strategies to support student learning
- Scaffolds learning, thinking and analysis

Make homework relevant, and check carefully and responsively

MANAAKITANGA

Manaakitanga is caring for students as culturally located individuals and encompasses the concepts of respect, responsibility and kindness.

This involves teachers establishing a caring, secure, inclusive environment that supports the culture, language and identity of students

At Pukekohe High School we reject deficit thinking and are accoAuntable as professionals for the learning of our students.

Teachers who effectively demonstrate Manaakitanga:

Learn and ensure Maaori names are pronounced properly

Greet students at the door

Appropriate use of Tikanga

Use Te Reo throughout lessons and provide an environment that Maaori students can connect with

Provide opportunities to include the culture of Maaori in learning contexts

- Incorporate stories, myths, legends and symbols
- Understand that the values of culture, faith and family are important to students

Are compassionate and empathetic

Treat students and Whanau with respect

- Talk to and about students as you would your own children
- Power-sharing with students

KOTAHITANGA

Kotahitanga is related to making connections, within classrooms between students, between teachers and students. It is about creating partnerships with our community and particularly parents / whaanau / caregivers and becoming an active participant in the life of the school.

Teachers who effectively demonstrate Kotahitanga:

Have a learning space that is shared and respected

Use restorative practices

Know their learners – what interests them, motivates them and how they learn best

- Provide choice for students
- Adapt questions to the learner you are speaking with

Use Tuakana-Teina and other co-operative learning strategies

- Think, pair, share
- Peer feedback (e.g Austins butterfly)

Decision making and practice is responsive to relevant evidence

- Uses multiple measures of data including achievement and student voice

Are active in the wider school community

Build connections between home and school

PUUMAUTANGA

Puumautanga involves looking for the potential in all learners and providing choice and flexibility for learners in their planning and lessons. Teachers promote and develop critical thinking and deep learners for their learners, while being committed to their own professional learning, through the process of critical reflection and inquiry.

Teachers who effectively demonstrate Puumautanga:

Looks for the good in everyone and recognising success

- Focus on what our learners can do
- Recognise success will look different for different students

Care for and are committed to the performance and learning of their students

- Uses determined acts of teaching for individuals and groups

Have a clear philosophy of teaching –

- Understands and can articulate why you teach, the way you teach

Challenges established practice through critical reflection

- Continually and critically reflect on their own teaching practice
- Commits to participating in professional learning to develop own practice
- Seeks to develop teaching practice using resources such as the RTLB, learning support co-ordinators, TKI and professional readings
- Uses multiple measures to identify strengths and weaknesses

ARAHITANGA

Arahitanga is related to leading learning in the classroom, and teachers creating a culture for learning in their teaching spaces and within their classes

Teachers who effectively demonstrate Arahitanga:

Have high expectations for students

- Teachers do not accept mediocrity from anyone (especially themselves)
- Explicitly plan for the success of students
- Teaching from excellence down
- Vocalise and exhibit high expectations often

Have excellent curriculum knowledge and pedagogical expertise

- Are passionate about their subject – but understand how it fits into the holistic education of students.

Explicitly seeks to develop student agency (choice and control over learning)

Appendix_3

PUKEKOHE HIGH SCHOOL

PROFESSIONAL GROWTH CYCLE 2024

PROFESSIONAL CONVERSATION (1)

Teachers/ teina[1] should use this template independently to whakaaroaro | reflect on their practice and begin to focus their individual development objective/ teaching practice goal(s) - their 'whai' - and professional learning direction for the year. Then, teina and tuakana should complete this template together in their first professional conversation.

DATE			
TEACHER/ TEINA		**POSITION**	
TEACHER/ TUAKANA		**POSITION**	

	**Whakaaroaro	Reflection** Use evidence from practice and student outcomes/ data to inform your reflection. What have you noticed? What previously went well? What didn't go well?

Kōrero | Conversation
[Record notes from the conversation. Discussion should concentrate on teina reflection to develop their individual teaching practice goal(s) and professional learning needs and refer to the Standards for the Teaching Profession or Ngā Paerewa.]

Ka WHAI	I close in	What are my aspirations for ākonga Māori in my class? What do I currently do within my practice to support ākonga Māori in my class? What are your strengths? What is/are area(s) for improvement in your teaching practice and outcomes for all ākonga?
	**Tāku whainga	My goal(s): What is important and therefore worth pursuing? I want to improve my teaching of ākonga Māori and all ākonga by…**
Ka AKO	I learn	What do I need to learn/ unlearn to improve my practice (relationships/ interactions)? What does great look like? Who else might I engage with that will challenge my thinking and support my learning journey?
Ka MAU	I grasp	What action will I take? What improvement will I see in my practice? What improvement will I see in outcomes for ākonga Māori and all ākonga?
Ka TIPU	I grow	How will I know when I have made a difference? How will I evaluate my improvement?

Additional notes:

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[1] The terms 'teina' and 'tuakana' have been used in alignment with the Professional Growth Cycle guidance from the PPTA. Inspiration is drawn from the tuakana-teina relationship, wherein an experienced colleague (tuakana, an older sibling in Māori tradition) supports a less experienced colleague (teina, a younger sibling of the same gender) in growing their knowledge and practice. From https://www.ppta.org.nz/advice-and-issues/professional-growth-cycle/document/1158

Staff Device Policy
Policy to support NAG 1 Curriculum

Outcome statement

Pukekohe High School aims to provide staff with a device(s) to enable them to perform their role successfully. Staff will understand their responsibilities for this device(s) and will agree to the terms and conditions set forth in this policy which will be covered at the time of the employee's induction.

Scoping

This policy applies to all school-owned digital devices, whether purchased from operational budgets, Ministry of Education TELA laptop scheme, or school leased devices.

Delegations

The principal is delegated day-to-day responsibility for ensuring that identified staff are supported with the allocation of the appropriate digital device(s). The expectations for staff will be made clear and followed at all times.

Expectations and limitations

Device Ownership, Usage and Security.
All school-issued devices will remain the property of the school. The expectation is that all school-owned devices will be brought to school each day and will be used to assist staff in the delivery of their duties. Staff are encouraged to use school devices outside work hours. This device(s) is for their sole use, and not for use by family members or any other person.

Acceptable Use: Staff members of Pukekohe High School community are guided by the professional conduct outlined in the Codes and Standards (Education Council of Aotearoa NZ) and how these relate to the safe use of digital technologies and online spaces in schools. As role-models for students, staff have a responsibility to uphold school's values and ensure our online environment is a positive place to learn, connect and enjoy. This means modelling safe, responsible and ethical use of digital technology and online spaces.

The school directly oversees and is responsible for the use of devices, systems and principles in place designed to support learning. All staff issued with a school device(s) will agree to the following conditions:

- **Password security:** Use strong passwords and keep them private. Will not share their login details or use others' login details Log in and <u>out</u>: This is an essential security measure for keeping sites and content safe.
- **New software**: Always ask first and seek permission from the school IT administrator before downloading software to the school devices that connect to the network to ensure they do not interfere with the school's equipment/network or the online security of another person.
- **Physical Security of Device(s):** Staff are responsible for the physical security of their school devices. Staff will take all reasonable steps to ensure security by ensuring the device(s) are stored safely at night, are not visible when left in a vehicle and are stored away when not in use. The school insurance cover has an excess of $100 per item. This excess will be paid by the school in the first instance per user but examined on further incidents and the user may be asked to pay $100 towards the Indemnity Insurance. The TELA Insurance policy does <u>not</u> cover:
  - o   Damage to laptop including cracks, which occur accidentally.
  - o   Theft by a School employee.
  - o   Theft whilst left unattended unless
    - i.   In a locked vehicle and out of sight.
    - ii.   At a secure location and reasonably safeguarded against theft.
- **Offensive content:** The use of any school device for viewing, downloading or sharing of pornography or objectionalble material is forbidden. Any use both in or out of school is in breach of this agreement.
- **Recognise copyright and intellectual property:** Follow copyright and intellectual property requirements by attributing references, images, text, audio and video appropriately.
- **Domain Ownership:** Pukekohe High School will reserve the right to access staff accounts and device content at any time.

- **Issues and Repairs:** All repairs and maintenance issues must be completed by a school approved repairer. Staff should not attempt to undertake any physical repairs without the approval of the Network manager. Any damage done through attempted repairs by unauthorised persons may occur a charge to the staff member.

Staff Social Media

Social media includes Facebook, Twitter, Instagram, Snapchat, online forums, and any internet-based site that allows people to connect, communicate and share information.

Anyone using social media needs to be aware that any information published, including images, becomes public and out of their control; it can be shared, reposted, altered, and exist forever – the internet never forgets...

In their use of social media, teachers have extra responsibility in preserving confidentiality and maintaining professional standards. Staff are vigilant about safe and appropriate out-of-school contact with students, including through social media, texting, and emails. The following guidelines promote the positive use of social media by teachers.

Using social media in a professional role

Staff may use social media as part of their role at school, for example, in-classroom blogs, the school website, and/or social media; and to communicate with members of the school community.

Staff who administer a social media platform where content can be posted and viewed are online content hosts and may be legally responsible for all content posted on the platform.

Staff should:

- Seek approval from the Principal prior to opening any social media accounts under the school name.
- take care to represent the school and its individuals in a respectful and positive way.
- check that the material they are publishing is suitable and accurate
  - if they refer or link to another site or resource, they must check that it is appropriate and that they have read all the content
  - be sure to acknowledge their sources, and conform to any copyright restrictions
- follow the school complaints process when dealing with any complaints about content on the site

Using social media in personal life

Personal use of social media by staff must also be governed by confidentiality and professional standards. As well as the general points above, staff must:

- keep privacy settings appropriate, and make sure they understand the terms of service of the social media platforms they use, specifically, how their posts may be accessed, re-used, or republished
- maintain a professional boundary, considering
  - whether it is appropriate to extend or accept friend or connection requests with parents, or others involved with the school.
  - friend requests from any current students should not be accepted.
  - using a non-school email address for their personal social media interactions
  - how material or images posted of them reflect on them as a professional associated with the school
- avoid personal use of social media during school hours/time
- report any inappropriate communication from a student to the principal as soon as possible.

Texts and emails

Electronic communication is easy and popular, particularly for broadcasting information about school closures, or school wide events. For some interactions, a phone call or a face-to-face meeting is more appropriate than a text or email. Always consider the best way of communicating information, not just the quickest or easiest.

As with any other medium, email/text language must be professional and at all times. The Board of Trustees retains the ownership and rights to audit all emails exchanges and attachments conducted using the school domain.

Also, consider whose responsibility it is to communicate specific information. In the case of a serious incident or crisis, the principal or a nominated spokesperson may be the only one with authority to pass on information or comment publicly. If they're not sure about passing on information, they should check!

Legislation

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Procedures/supporting documentation

Teaching Council of Aotearoa New Zealand - Code and Standards
NETSAFE - Staff guidelines for the safe use of digital technology

Monitoring

Reviewed: *April 2021*	Next review: *April 2023*

PUKEKOHE HIGH SCHOOL

PO Box 306 | 14 Harris Street | Pukekohe | New Zealand   +64 9 237 0117   www.pukekohehigh.school.nz

Student Device Policy
Policy to support NAG 1 Curriculum

Outcome statement

Pukekohe High School aims to provide the best environment possible for learning and teaching. Digital devices and learning tools can enhance and amplify learning and teaching, and allow students access to a variety of multimedia learning experiences. Allowing student-owned devices at school enables greater access to digital learning tools as well as creating stronger learning links between school and home.

Scoping

To enable all students to bring approved personal digital devices to school for learning purposes and to clearly outline the responsibilities of each party.

Delegations

The principal is delegated day-to-day responsibility for ensuring that the student BYOD programme is implemented and expectations are made clear to all parties and enforced.

Expectations and limitations

- Pukekohe High School parents will be made aware of the school's position on students use of personal digital devices on enrolment.
- Only approved devices may be brought to Pukekohe High School. The school does not accept any other personal devices onto its network. Only approved devices will be accepted due to creating equity amongst students, ease of management, and technical support.
- The school will endeavour to provide access to school-owned devices for those students who do not have their own personal device.
- Digital devices will be used as part of the normal learning programme. Teachers will direct how these devices will be used to support learning.
- Parents/whanau/caregivers supplying an approved digital device for student use must first complete the Personal Device Agreement and the Responsible Use Agreement for Pukekohe High Students.
- Parents should record the serial number of the device and are responsible for its insurance, servicing, repairs, updates. The school does not accept any responsibility for damage or loss to student devices or peripherals - ie personal headphones, mouse, bag etc.
- Teachers will encourage the use of digital devices and students will be able to use digital devices to continue learning at home.
- The school reserves the right to deny the student the use of a digital device at school for any misuse that involves illegal, immoral, and inappropriate materials or applications.
- The school can monitor activity and content on students' school-managed accounts for services such as Microsoft Teams Suite.

Procedures/supporting documentation

Personal Device Agreement and the Responsible Use Agreement for Pukekohe High Students

Monitoring

Internal controls - Microsoft accounts

Reviewed: *April 2021*	Next review: *April 2023*