



PUKEKOHE

HIGH SCHOOL

Board of Trustees Agenda 20 May 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 18 March 2024 have been circulated to all Trustees.
4. Principal's Report
5. Brief Presentation on Staff Professional Development
6. Financial Management
7. Property Management
8. Health & Safety
9. Policy Review
10. Grants



PUKEKOHE HIGH SCHOOL

Report to Board of Trustees May 2024

Area of Responsibility: Principal

Report by: James Thomas

Sometimes it's good to hear a shocking statistic to focus our attention. Here it is: our seniors have had 42% of their total 2024 lessons. And I checked the calculation three times!
For many of our tamariki the year is nearly half over.

We've made a good start and there is still lots to do to ensure that our tamariki have a great experience at school, achieve appropriate success, and are confident of a positive pathway ahead. I continue to be impressed by the ability and hard work of those I work with.

At our Monday hui I'll briefly reflect on some of our recent activities (eg, Open Evening, Sports involvement) as well as pass on some updates (eg, Pathways 2025, naming and blessing of new buildings)

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

Nga mihi nui

James Thomas
Principal

School Statistics:

Enrolment totals 1 January – 30 April 2024.

Zoning Status	Year 9	Year 10	Year 11	Year 12	Year 13	Total	% of roll
In Zone	332	404	416	319	253	1724	91.60
Out of Zone	45	25	27	23	14	134	7.12
Not Applicable	2	3	8	7	4	24	1.28
Current Roll	379	432	451	349	271	1882	100

		Monthly Total						
		1 April - 30 April 2024						
New Enrolments - Domestic Students		9	10	11	12	13	14	Tot
Grand Total		4	3	5	1			13
ETHNICITY		9	10	11	12	13	14	Tot
Asian		1	1	2	1			5
European		2		2				4
Māori		1	1	1				3
MELAA								0
Pasifika			1					1
Other								0
Total		4	3	5	1	0	0	13

		Running Total						
		1 January - 30 April 2024						
9	10	11	12	13	14	Tot		
387	34	28	20	16		485		
9	10	11	12	13	14	Tot		
62	4	6	5	8		85		
142	10	7	7	2		168		
128	13	8	4	4		157		
12		2				14		
42	7	5	4	2		60		
1						1		
387	34	28	20	16	0	485		

		Monthly Total						
		1 April - 30 April 2024						
Enrolment - International Students		9	10	11	12	13	14	Tot
FF	Fee paying students							0
EX	Exchange Students							0
FF	Short Stay Group Students	4	7	4	2	3		20
Total		4	7	4	2	3	0	20

		Running Total						
		1 January - 30 April 2024						
9	10	11	12	13	14	Tot		
2	6	7	5	4		24		
						0		
46	14	6	6			72		
48	20	13	11	4	0	96		

Strategic Goals & Actions:

Attendance and Engagement

We have worked hard throughout Term 1 to embed some of the new attendance processes to support improved student attendance. These have included:

1. Late-to-school sign in system: Students late to school are met at the gate, spoken to by a member of staff and issued with a pass to get into their period 1 class. Where possible, follow up with an email home to inform whānau has occurred.
2. Quicker and more regular follow up with students who have multiple day unaccounted absence: Our attendance support officer (Waiki Taiapa) has been following up families daily with phone calls to support students back into school. Where necessary, and following Ministry of Education guidelines, referrals to Franklin Attendance Services have been happening after 5 days of unexplained absence.
3. Follow up of students with chronic attendance: Our Kaitiaki team have been making contact two times per term with families of students who meet the chronic attendance category (under 70% total attendance). Face-to-face meeting with these families and students and referrals to necessary support – eg Careers team – has been happening.

Attendance figures: Our Term 1 measures compared to the same period last year are below:

	Regularly attending (90+%)	Irregular absence (80-90%)	Moderately absent (70-80%)	Chronically absent (<70%)
Term 1, 2024	48%	26%	13%	13%
Term 1, 2023	45%	27%	12%	17%
MOE targets	70%	---	6%	5%
<small>*2022 MOE Attendance and Engagement Strategy*</small>				

Enrolment:

A successful Open Evening was held on Wednesday 15 May. Our student leaders and members of staff lead campus tours where families had the opportunity to engage with every learning area.

As part of this process, members of SLT and our student leaders visited our contributing school to speak with prospective students. This is a great way for us to connect with local schools and for the students to get a feel for what Pukekohe High School has to offer.

Quality Teaching and Learning

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

Teacher Only Day: Friday 12 April

The focus for this accord day aligned with our school strategic goal of improving quality teaching and learning across the school, with particular emphasis on how we can ensure we embed the change of Mana Ōrite mō te Mātauranga Māori in a meaningful way and reduce barriers to NCEA achievement.

Te waa	Kaupapa	Roopuu
8.30am	Mihi Whakatau for Dr Melanie Riwai-Couch	Whole staff
8.45am	Keynote address delivered by Dr Melanie Riwai-Couch	Whole Staff
10.15am	Paramanawa Morning Tea provided in the staffroom.	
10.45	Reflection How starting from a Māori worldview can lead to engaging and authentic learning. Connecting to NCEA Presented by Lynette Hay – Evaluation Associates	Whole teaching staff
12.30	Tina Lunch As this is an accord day and not a call back day lunch is not provided, however, learning areas may want to organise a shared lunch in teams.	
1.30	Department and / or faculty time Unpacking the explanatory notes for a standard yet to be assessed How can we ensure authentic and engaging learning for ākonga, using the Niho Taniwha framework. Teachers to bring level one data, planning and samples of student work (ākonga Māori)	Learning Areas
3.00pm	Sharing Back Each learning area shares what steps they are taking or what learning they are undertaking (all teachers to feedback in small groups) Karakia Whakamutunga	Whole teaching staff

Our Niho Taniwha Implementation Team have just completed observations of our teaching practice to provide baseline data on culturally sustaining pedagogies across the whole school. This will inform how we set up differentiated professional learning groups.

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

Tracking

An essential part of our work is to know where our Tamariki 'are at'. It's no good trying to make progress if we don't where we are starting from. For this reason, I am pleased to show you an excerpt of the tracking information we have available. Having the information is not good enough, it's what we do with it that matters. To this end, we have started work with our middle leaders (and next all teachers) about how to use the type of information below to know and grow our students.

average # of credits: 26.3

	Attendance - Percentage (Periods)	Attendance - Percentage Year to Date	L3+ Merit Credits (all years)	L3+ Excellence Credits (all years)	Towards Level 3 (all years)	L1 Literacy	Level 1 Numeracy	UE Literacy	Pass Rate (current year)	Number of Credits Enrolled (current year)	Predicted (Achieved)	Predicted (Merit & Excellence)	Predicted (Excellence)	Comment:
	93	96	4	4	34	Yes	Yes	Yes	100	95	115	54	27	
	90	90	0	0	36	Yes	Yes	No	100	99	131	0	0	
	95	97	0	0	22	Yes	Yes	No	40	77	51	0	0	
	92	94	0	0	36	Yes	Yes	No	100	74	108	0	0	
	45	40	0	0	36	Yes	Yes	No	0	64	36	0	0	
	79	78	0	0	31	Yes	Yes	No	57.1	98	83	0	0	
	98	100	0	0	24	Yes	Yes	No	40	97	59	0	0	
	82	85	3	22	52	Yes	Yes	Yes	100	85	134	107	22	
	27	32	0	0	40	Yes	Yes	No	100	61	88	0	0	
	79	76	0	0	20	Yes	Yes	No	0	71	20	0	0	
	96	100	7	0	27	Yes	Yes	Yes	100	95	115	95	0	
	95	99	4	0	42	Yes	Yes	Yes	50	80	75	23	0	
	68	67	0	0	40	Yes	Yes	No	57.1	98	92	0	0	
	96	98	3	3	34	Yes	Yes	Yes	100	89	109	38	19	
	91	92	3	11	34	Yes	Yes	Yes	100	76	96	76	60	
	86	89	4	7	31	Yes	Yes	Yes	100	93	113	93	59	
	74	73	10	0	42	Yes	Yes	No	40	70	68	10	0	
	99	100	0	0	36	Yes	Yes	No	100	68	97	0	0	

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

- We have Launched the values points system. This has been set up so parents will get a running tally of the points the students have received on the engagement report. Students can see what classes they have gained point from and how many they have. This is hopefully to push the positive behaviour around the school and in classes.
- We have a group that are going up to Kahurangi for a Kiribati Performance end of may building on a relationship from last year.
- May 26th, we have our first language week for our Samoan group, they are busy preparing this group. This will continue with our other groups later in the year.

Pastoral

The pastoral team has led the drive to improve the engagement and attendance of students in their respective year levels. Leading the kaiaawhina to build positive relationships with whaanau has been a key priority. We need to see and know the individual to build our vision to improve attendance and a positive school culture.

University and Scholarship applications have opened, and our senior students are already supported. STAR continues to put students on short courses and gain credits while they search for the right fit in the career world. MIT attendance is excellent about 91 and 95%. 100 students are enrolled in level 2 and 3 programs with great success. The careers team are focussing on supporting students with the positive transition into employment and tertiary education in the light of July intakes for tertiary education. We have 5 students attending the MIT tertiary high school which was made more accessible using the Trades Academy bus to Otara. Angela Marx went to Auckland Airport as part of her work experience with Air NZ and was offered a full-time contract. The Careers expo was a huge success, the biggest to date with 1400 visitors and 75 exhibitors on the evening.

The Pukekohe High School health centre has had a busy start to 2024, with 2198 presentations in term 1 alone, with a wide range of complexity. Standing orders are being well used, including treatments for sexual health, skin infections, urinary infections, and strep throat among the most common. The wrap-around services we continue to offer in our health centre include Physio twice a week, sexual health once a week, and also Rainbow Youth for our gender-diverse students. One of our registered nurses started studying the 'Nurse Prescribing in the Community' course, with the hope to complete it later in 2024, to enable further healthcare to be offered, while taking pressure off the local health system. The PHS health centre continues to be an asset to Pukekohe High School.

The guidance department has a new staff member, Ms Edmonds who joined the guidance team. An AUT student is here on Practicum. They are in the last year of their studies and have a passion for neurodiversity and Māori and Pasifika. The guidance team have established a closer relationship and have a liaison in the local Oranga Tamariki office. The goal is to work collaboratively to ensure they are effective and resourceful in addressing the needs of students at Pukekohe High School. Family, anxiety, and school issues are the leading reasons for seeking Counselling support. Year 10 and 11 students make up the bulk of referrals.

Real Talk, an organisation that works with Rangatahi to improve emotional regulation and mental health, ran an after-school program. It was attended by young people from Pukekohe High School and around the Franklin area. This service was free of charge to the school.

The New Block

The New Block is very nearly ready! We are very excited about the space giving us much needed breathing room as well as significant educational opportunities. Work on reviewing our junior curriculum is ongoing, and will be influence how we make best use of the New Block.

At the time of writing we do not have a name for the New Block, nor do we have a set date for the dawn blessing. Denise is liaising for us with the appropriate folk at Nga Hau e Wha Marae about these things.

Strategic Planning:

[Appendix 3](#) is the Draft Improvement Plan for your consideration.

Attendance

AREA – Running Totals

1 January - 10 May 2024

ATTENDANCE AVERAGE %	9	10	11	12	13	14	Ave %
Asian	91	90.7	91	91	87.0		90.3
European	90.7	87.8	86.6	91.1	85.1		88.2
Māori	83.4	80.4	81.8	82.2	79.0		81.7
MELAA	92.5	94.2	91.7	89.3	95.3		92.4
Pasifika	83.7	80.7	83.1	78.9	74.6		80.5
Other	85	89.3	89	91	89.5		89.4
Ave %	87.7	85.6	85.8	88.2	83.3		86.2

AREA - Monthly Totals

1 May - 10 May 2024

9	10	11	12	13	14	Ave %
87.5	93.1	89.4	93.0	83.6		89.3
88.5	88.0	85.1	91.9	82.5		87.3
81.1	80.7	77.1	78.5	79.0		79.4
92.1	100.0	89.8	90.7	93.8		92.8
80.0	75.5	81.5	74.4	72.6		77.0
78.0	97.3	89.0	91.5	90.8		91.2
85.1	85.6	83.4	87.8	81.2		84.8

Action: Information regarding Attendance

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

Financial Statements and Creditors:

[Appendix 1](#) is the March 2024 income & expenditure statements and balance sheet as at 31 March 2024.

We have increased our YTD surplus from \$340k to \$357k.

Variances

Variances to budget worth noting are:

Income

Operations Grant

We are ahead of budget by \$128k.

Locally Raised Funds

We ahead of budget by \$46k.

International Students.

International net income is slightly behind budget at present but should catch up soon.

Expenditure

We are under budget in all three categories (Admin, Property and Learning Resources) so in summary we are \$171k ahead in income, \$143k lower than budgeted expenditure resulting in budgeted surplus being \$314k better than budget.

Staff banking

Staff banking has now dropped to \$25k (meaning we now owe MOE \$25k) on top of the \$345k we owe them for last year. The situation will be addressed shortly as we don't want to incur anymore than the \$345k.

Working capital

Working Capital has improved slightly this month and now sits at negative \$250k up from negative \$268k last month.

Leasing of Fixed Assets/Grants for Fixed Assets

We are in the process of getting lease quotes for relating to fixed assets for which we are unable to obtain grants. The company we are in negotiations with also raised the possibility of leasing items we purchased last year including computers, plant and equipment and even building improvements such as the hall flooring. We are working through that as well.

[Appendix 2](#) is the April 2024 income & expenditure statements and balance sheet as at 30 April 2024.

Our YTD surplus has dropped slightly to \$349k but as April was a 3-pay month the budgeted surplus dropped to a YTD loss of \$56k so we are \$405k better than budget.

Variances

Variances to budget worth noting are:

Income

Operations Grant

We are ahead of budget by \$175k.

Locally Raised Funds

We ahead of budget by \$44k

International Students.

International net income is almost on budget.

Expenditure

Again we are under budget in all five categories (Admin, Property and Learning Resources, Finance Costs and Depreciation) by a total of \$185k on top of our income positive variance of \$220k. Net result is that we are \$405k better than budget.

Working capital

Having said that our Working Capital has dropped quite a bit mainly due to GST on our second quarter operations grant and the bill for furniture for the new block amounting to \$120k.

Proposed 2024 Banked Staffing Split.

As you are aware the main reason for our negative working capital is the \$345k we are carrying for last year's staffing overrun. If it wasn't for that our WC position would be almost zero. We have been in discussions with the MOE and they have offered to split our repayment across two Ops Grant instalments-Oct 2024 and Jan 2025. Of course we have gratefully accepted their offer.

Leasing of Fixed Assets/Grants for Fixed Assets

The school recently signed up three leases totalling \$78k for projectors and other ICT equipment. The leases are for 3 years and the quarterly repayment totals only \$7k. Quadrent, the lease company we are working with will lease all sorts of things to us and one of them is fencing.

We need to extend the new fence in front of the new classroom block along Harris St and replace the wooden fence line running from the road to the Tech block. A new electronic gate is included. The 3 year lease cost is \$29k with quarterly repayments of \$3k. We will sign that one up shortly.

Proposed fencing/gate lease.

One lease that is proposed is new fencing around the Harris St carpark including pedestrian and vehicular gates similar to the John St arrangement. The gates would be where the bollards are now. The new fence would extend along Harris St down to gate 5. There are three reasons for this lease proposal:

- now that the LSC is at the front of the school there a greater chance of certain special needs students not being road safe;
- it would make the school safer anyway;
- the last gap in the school's new fencing would be plugged and less student absenteeism would result.

The 3 year lease cost would be \$85k with quarterly repayments of \$9k.

Proposed sale and lease back.

One way to reduce our negative working capital is to take advantage of an offer from Quadrent of a sell and lease back arrangement for assets we purchased last year. This would give us a cash injection of over \$407k and improve WC by \$270k. The interest rate is very reasonable and is almost covered by the interest we would earn investing the \$407k. The lease is for 3 years.

We therefore recommend the Board take up this option.

(Financials)

Action: I move that the March and April financial statements and March and April creditors be approved.

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

Report March & April 2024

Massey Block toilets.

Work is well underway and we are expecting completing in 3 weeks time. There haven't been any major issues so far although it has been a bit noisy at times.

Fencing project.

This project is now finished but hasn't been signed off yet. This MOE funded project covered three sides of the property -John St, Glasgow Rd and Manukau Rd.

Electrical project.

This MOE funded project job is in the process of being signed off.

Roof replacement project.

Things are moving now and we have had two different contractors visit the site to price up the various components of the work.

New classroom block.

The building has now received its CPU (Certificate of Public Use) so that is a big step forward. However the building does not have internet or wifi connectivity yet. N4L, the crown owned technology company and our IT contractor New Era Ltd are working together to provide this and it could be operational within a couple of weeks. N4L is in the process of upgrading the whole school's system later this year but are fast tracking the new block for us. There will be some cost to the school.

Broken sewer pipe.

Unfortunately the new block contractors smashed one of our sewer pipes when they installed their big pipe from the building to a manhole on the caretaker's property which links to council storm water pipes. The problem did not come to light until a month or so ago and has resulted in us having to close the Dreaver Gym's toilet and shower block until further notice.

The fix is very problematic and the two quotes received are \$60k and \$100k respectively. This cost is to be funded by MOE not the school but due to the size of the bill we are not getting a quick response.

McDonald site.

Clive Charles, the owner of the McDonalds site on Manukau Rd is intending to put another building on the site behind McDonalds but has asked the school if we would allow him to erect the new building within 3m of our boundary. As the school is zoned residential he has to get our approval.

There are a few factors to consider:

- Once property rights are given away they can never be taken back
- Even though a "favourable" sun study has been carried out by the owner a new build could negatively impact our hort unit in its current position.
- A building erected behind McDonald would be a further deterrent for students to climb our new fence-we just removed a ladder leaning against it this week on our side of the boundary
- Under the proposed development plan for the school our side of the boundary will be a large staff carpark.

We will bring plans of the sites to the meeting to provide further clarity. We have asked the MOE as landlord for comment as they should really make the decision but they will probably want to hear our view first.

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

There have been no major injuries or accidents in any of the property projects that we are aware of. However, one of the possible fixes of the sewer pipe issue involves a long trench being dug from the gym down to the field by the Hort Unit. If the MOE go with this option, the trench will be dug close to classrooms in G block so safety precautions will need to be strictly adhered to.

Incident Reports:

	Workers	Students	Others (e.g. visitors)	Total
Number of minor injuries needing on-site treatment only	Nil	90	Nil	Nil
Number of injuries or incidents resulting in doctor or other medical visits	Nil	2	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 is due to meet on Thursday 23 May.

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 end of term 1:

Action	Total	Female	Male	Year Level	Ethnicity
Suspension	1	1		10	Maori (1)
Stand-down	14	9	5	9 (2)	NZ European (6)
				10 (8)	Maori (2)
				11 (3)	Fiji Indian (1)
				12(1)	Samoan (2)
					Tongan (3)

Start of Term 2

Action	Total	Female	Male	Year Level	Ethnicity
Stand-down	15	6	9	9 (7)	NZ European (8)
				10 (4)	Māori (3)
				11 (3)	Indian (1)
				12(1)	Samoan (1)
					Tongan (2)

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

Policy review (report supported by Simon Williams)

Our current policy structure is that we develop and review our own policies. The benefit of this approach is that these are specific to our school and setting. The alternative that many schools use is the use of SchoolDocs. SchoolDocs is a company that develops a collaborative set of policies and procedures for schools. They have over 2000 schools that they provide policies for. The cost of this for Pukekohe High would be approximately \$2,400 a year. The benefit is that the admin and update of all the policies is done by SchoolDocs. The downside is that sometimes the policies don't match what is happening in practice. The policies are fairly generic to all schools, with some alterations to fit our school. While I am willing to continue with our current practice of developing our own policies. We will need to review this at the end of the year as this may not be sustainable in the future.

[Appointments Policy](#), please read and ratify.

[PHS Responsibilities of the Principal Policy](#), please read and ratify.

[Enrolment Policy 2021](#), please read and ratify.

Currently what is written on the website for out of zone enrolments doesn't match this policy.

Website reads:

Out of Zone Enrolment

From the beginning of 2018, the Pukekohe High School Board of Trustees determined that out of zone enrolments will only be accepted from siblings of current students and that there will be no limit on the number of such enrolments.

Grants:

We seek approval for the following grant applications to be made over the next couple of months.

- 1) An application to Grassroots Trust for the Sports Department for 2 sets rugby posts and 2 sets football goals to the value of \$29,254.76 (GST excl) The rugby and football goals are 20+ years old and no longer fit for purpose. The rugby posts have broken bolts holding the cross bar in place and are unsafe for trainings and match use. The football goals are in a fragile state and unsafe for use. Last season one of the posts collapses during a match. We are currently unable to host home games and must travel to other venues to play our matches.
- 2) An application to Grassroots Trust for 20 Mini macs for the Music Department to the value of \$22,880.80 (GST excl) The Mini macs are required by music to update the 10-year-old computers that are too slow to run the programmes needed for our music courses.

Report Accepted:

I move that this report be accepted.

Appendices:

Appendix_1

Pukekohe High School Income and Expenditure For the three months ended 31 March 2024

	Actual Mar \$	Actual YTD \$	YTD Budget \$	Variance Actual \$	Variance %
Income					
Government Grants					
Operations Grant	475,922	1,487,252	1,358,618	128,634	9
Teachers Salary Grant	912,987	2,611,577	2,611,577	-	-
Use of land & buildings	266,667	800,001	800,001	-	-
	1,655,576	4,898,830	4,770,196	128,634	3
Locally Raised funds			-		
Donations/Fundraising/Activities	5,023	13,690	12,235	1,455	12
Sport Income/exp	991	(15,856)	(70,045)	54,189	77
Other activities inc/exp	1,050	25,968	34,950	(8,982)	(26)
	7,064	23,802	(22,860)	46,662	204
International Students	16,201	66,977	74,676	(7,699)	(10)
Investment income	4,749	15,453	12,000	3,453	29
Total Income	1,683,590	5,005,062	4,834,012	171,050	4
Less expenses					
Learning Resources					
Staff Expenses	200,759	420,160	515,655	(95,495)	(19)
Teachers Salary-MOE funded	912,987	2,611,577	2,611,577	-	-
Curricula	39,610	144,030	150,117	(6,087)	(4)
Curricular Other	5,919	25,791	25,878	(87)	(0)
	1,159,275	3,201,558	3,303,227	(101,669)	(3)
Administration					
Staff expenses	95,541	221,311	222,348	(1,037)	(0)
ICT	19,034	96,947	77,651	19,296	25
General/Consumables/Legal	1,841	19,176	19,608	(432)	(2)
BOT Expenses	663	6,228	3,586	2,642	74

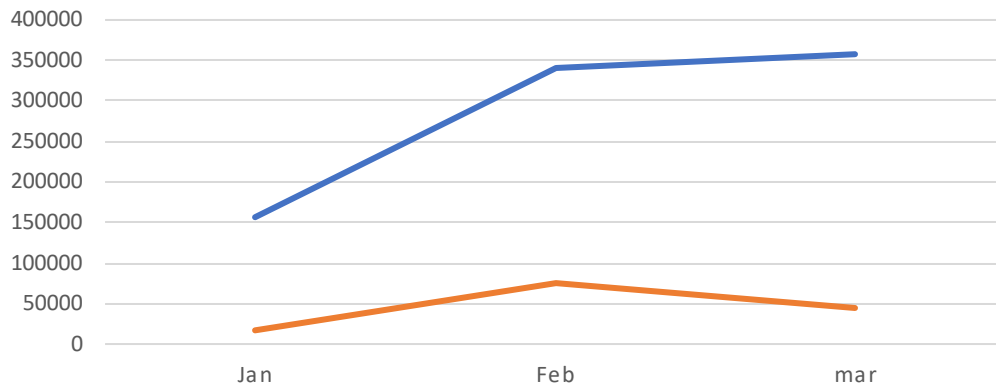
Communication	2,907	5,398	9,570	(4,172)	(44)
Risk Management	1,229	3,653	8,583	(4,930)	(57)
Audit/Accounting	25	229	10,383	(10,154)	(98)
	121,240	352,942	351,729	1,213	0
Property					
Use of land & buildings	266,667	800,001	800,001	-	-
Repairs and Maintenance	20,316	38,496	43,344	(4,848)	(11)
Staff expenses	29,952	81,460	92,076	(10,616)	(12)
Caretaking/cleaning	2,704	5,991	9,390	(3,399)	(36)
Heat, Light and Water	3,156	17,275	34,323	(17,048)	(50)
Grounds	6,792	11,863	11,493	370	3
Security	7,617	14,288	18,750	(4,462)	(24)
	337,204	969,374	1,009,377	(40,003)	(4)
Finance Costs	595	1,350	2,083	(733)	(35)
Depreciation	40,458	122,102	123,585	(1,483)	(1)
				-	
Total Expenditure	1,658,772	4,647,326	4,790,001	(142,675)	(3)
				-	
Surplus/(Deficit)	24,817	357,736	44,011	313,725	(713)

Pukekohe High School

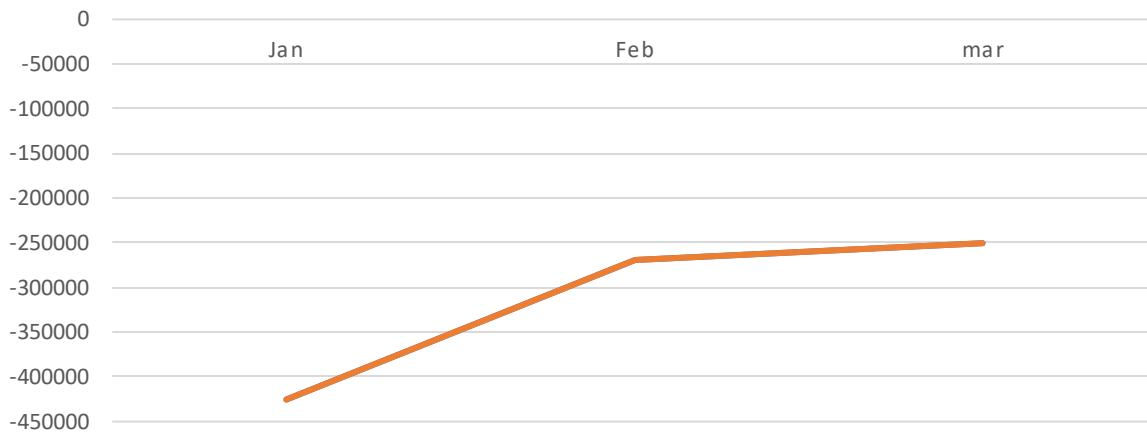
Statement of Financial Position As at 31 March 2024

	Mar Actual \$	Feb Actual \$
Current Assets		
Cash and Cash Equivalents	497,864	1,201,154
Accounts Receivable	413,734	523,386
Prepayments	18,474	
Investments	1,000,000	1,000,000
Inventories	3,797	3,797
	1,933,869	2,728,337
Current Laibilities		
Govt Grants in Advance	214,029	665,691
Accounts Payable	131,765	248,033
GST payable	57,742	270,437
International Student Funds	398,354	411,340
Student Funds received in Advance	11,242	11,022
Provision for Cyclical Maintenance-Current	83,012	77,252
Finance Lease Liability - Current	82,088	81,827
MOE Property Projects	832,705	821,081
MOE Salary accrual	27,995	64,527
Overstaffing liability	345,354	345,354
	2,184,286	2,996,564
Working Capital Surplus/(Deficit)	(250,417)	(268,227)
Non-current Assets		
Property, Plant and Equipment	2,587,735	2,610,895
	2,587,735	2,610,895
Non-current Liabilities		
Provision for Cyclical Maintenance	128,053	128,053
Finance Lease Liability	51,698	58,605
	179,751	186,658
Net Assets	2,157,567	2,156,010
Equity		
Accumulated Funds	1,691,309	1,707,516
Furniture Grant	108,522	108,521
Net surplus/(deficit)	357,736	339,973
	2,157,567	2,156,010

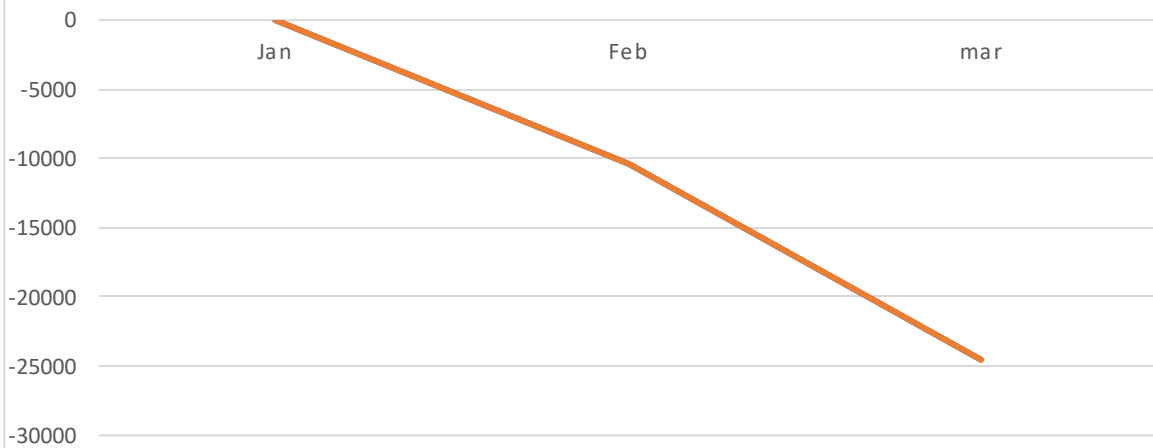
Surplus-actual vs budget



Working Capital



Staff banking



Pukekohe High School

Income and Expenditure

For the four months ended 30 April 2024

	Actual	Actual	YTD	Variance	Variance	Full year	actual YTD as % of full year budget
	Apr \$	YTD \$	Budget \$	Actual \$	%	budget	
Income							
Government Grants							
Operations Grant	506,255	1,993,593	1,811,492	182,101	10	5,434,488	37
Teachers Salary Grant	1,341,131	3,952,709	3,959,382	(6,673)	(0)	11,680,987	34
Use of land & buildings	266,667	1,066,668	1,066,668	-	-	3,200,004	33
	2,114,053	7,012,970	6,837,542	175,428	3	20,315,479	35
Locally Raised funds							
			-				
Donations/Fundraising/Activities	(117)	13,573	16,340	(2,767)	(17)	49,020	28
Sport Income/exp	(5,566)	(20,988)	(87,700)	66,712	76	(152)	-13,808
Other activities inc/exp	9,466	33,482	53,148	(19,666)	(37)	205,783	16
	3,783	26,067	(18,212)	44,279	243	254,651	10
International Students							
Income	63,337	215,659	178,980	36,679	20	536,936	40
Expenditure	31,395	127,174	86,423	40,751	47	223,647	57
	31,942	88,485	92,557	(4,072)	(4)	313,289	28
Investment income	4,600	20,054	16,000	4,054	25	48,000	42
Total Income	2,154,378	7,147,576	6,927,887	219,689	3	20,931,419	34
Less expenses							
Learning Resources							
Staff Expenses	234,331	654,732	767,017	(112,285)	(15)	2,250,032	29
Teachers Salary-MOE funded	1,341,131	3,952,622	3,959,382	(6,760)	(0)	11,680,987	34
Curricula	45,798	194,217	200,056	(5,839)	(3)	599,270	32
Curricular Other	6,015	23,841	34,504	(10,663)	(31)	103,512	23
	1,627,275	4,825,412	4,960,959	(135,547)	(3)	14,633,801	33
Administration							
Audit/Accounting	22	251	13,844	(13,593)	(98)	41,530	1

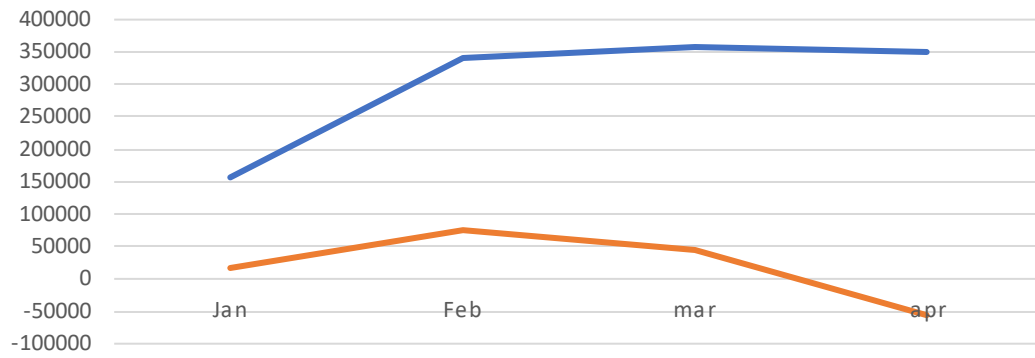
BOT Expenses	-	6,228	4,780	1,448	30	14,214	44
Communication	3,818	9,296	12,760	(3,464)	(27)	38,290	24
General/Consumables/Legal	6,507	25,978	26,144	(166)	(1)	78,432	33
ICT	12,494	100,420	91,548	8,872	10	202,562	50
Risk Management	3,539	7,180	11,444	(4,264)	(37)	31,362	23
Staff expenses	104,511	325,821	333,522	(7,701)	(2)	963,500	34
	130,891	475,174	494,042	(18,868)	(4)	1,369,890	35
Property							
Caretaking/cleaning	1,750	7,724	12,520	(4,796)	(38)	37,558	21
Grounds	4,575	16,438	15,324	1,114	7	45,979	36
Heat, Light and Water	17,558	47,441	45,764	1,677	4	137,287	35
Repairs and Maintenance	8,444	47,026	57,792	(10,766)	(19)	173,375	27
Security	3,642	17,660	25,000	(7,340)	(29)	75,000	24
Staff expenses	49,482	130,941	138,114	(7,173)	(5)	399,000	33
Use of land & buildings	266,667	1,066,668	1,066,668	-	-	3,200,004	33
	352,118	1,333,898	1,361,182	(27,284)	(2)	4,068,203	33
Finance Costs							
	327	1,678	2,892	(1,214)	(42)	8,372	20
Depreciation							
	40,201	162,304	164,780	(2,476)	(2)	505,405	32
				-			
Total Expenditure	2,150,812	6,798,466	6,983,855	(185,389)	(3)	20,585,671	33
				-			
Surplus/(Deficit)	3,565	349,110	(55,968)	405,078	724	345,748	101

Pukekohe High School

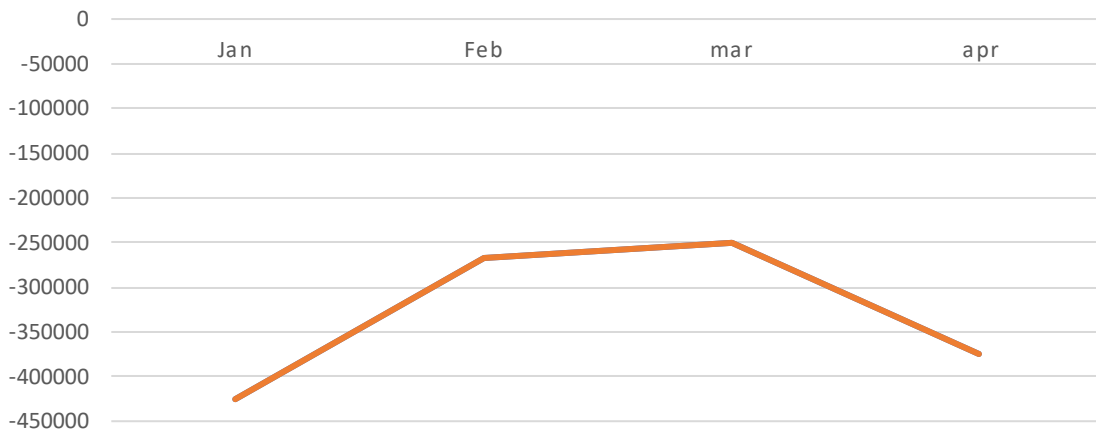
Statement of Financial Position As at 31 April 2024

	Apr Actual \$	Mar Actual \$
Current Assets		
Cash and Cash Equivalents	758,936	497,864
Accounts Receivable	37,969	413,734
Prepayments	53,249	18,474
Investments	2,002,548	1,000,000
Inventories	3,797	3,797
	2,856,499	1,933,869
Current Laibilities		
Govt Grants in Advance	1,044,480	214,029
Accounts Payable	315,445	131,765
GST payable	203,554	57,742
International Student Funds	285,497	398,354
Student Funds received in Advance	11,666	11,242
Provision for Cyclical Maintenance-Current	88,773	83,012
Finance Lease Liability - Current	80,318	82,088
MOE Property Projects	827,225	832,705
MOE Salary accrual	27,995	27,995
Overstaffing liability	345,354	345,354
	3,230,307	2,184,286
Working Capital Surplus/(Deficit)	(373,808)	(250,417)
Non-current Assets		
Property, Plant and Equipment	2,673,225	2,587,735
	2,673,225	2,587,735
Non-current Liabilities		
Provision for Cyclical Maintenance	128,053	128,053
Finance Lease Liability	47,409	51,698
	175,462	179,751
Net Assets	2,123,955	2,157,567
Equity		
Accumulated Funds	1,666,323	1,691,309
Furniture Grant	108,522	108,522
Net surplus/(deficit)	349,110	357,736
	2,123,955	2,157,567

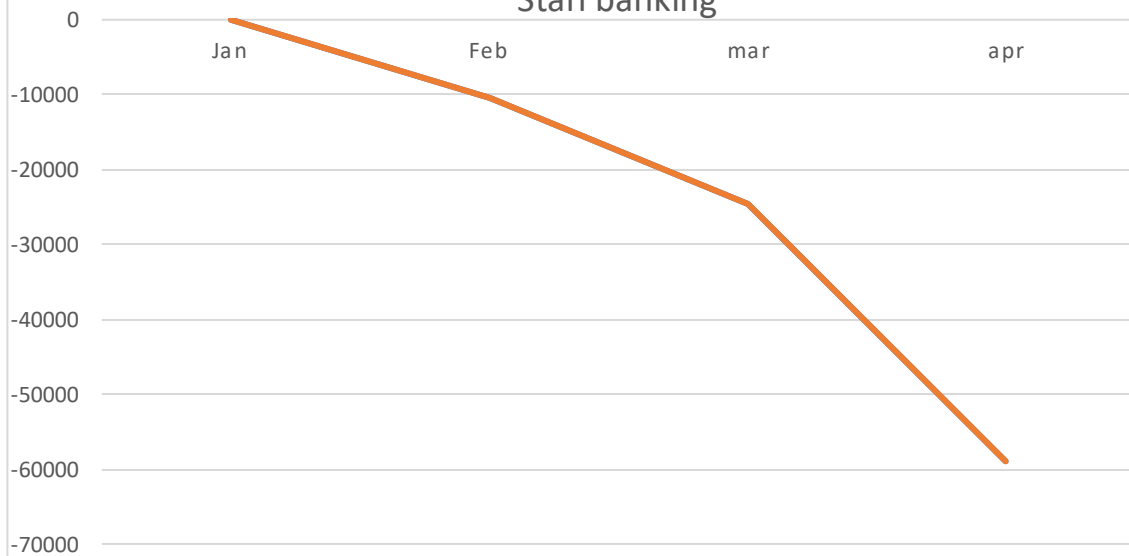
Surplus-actual vs budget



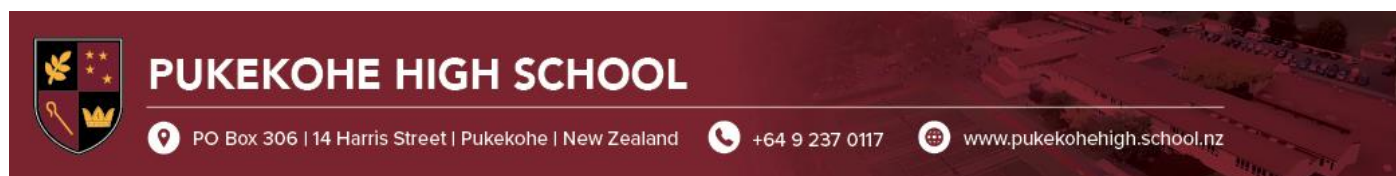
Working Capital



Staff banking



Annual Goal Regulation 9(1)(a)	Specific Objectives Regulation 9(1)(a)	Actions Regulation 9(1)(b)	Leader Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Measuring and celebrating success Regulation 9(1)(d)
Improve attendance and engagement	<div><div>1. To increase the number of students attending school regularly (90+%) from 2023 levels</div><div>2. To reduce the number of students who have chronic level of attendance (70% or less) from 2023 levels</div><div>3. To increase on-time attendance to school</div></div>	<div><div>1. 2x termly audit of students (individual level of attendance). Kaitiaki follow-up of those in chronic attendance category – pastoral support, learning support, support with pathways</div><div>2. Attendance Support Officer to follow up daily students with 3+ days on unexplained absence – phone calls home, meetings with whanau,</div><div>3. Daily lates sign-in process – email comms home</div><div>4. School comms re the importance of attendance – newsletter, assemblies, social media</div></div>	Murray	<div><div>SLT (Attendance) Kaitiaki</div><div>Attendance Support Office; FAS</div><div>Two people every Period 1</div><div>Time at staff briefings and hui</div></div>	<div><div>1. Increase in number of students with regular school attendance to meet MOE attendance targets</div><div>2. Decrease in the number of students with chronic levels of attendance to meet MOE targets</div><div>3. Decrease in the number of students signing in late daily</div><div>4. Celebrate continued positive attendance; plus improvement</div></div>
Improve teaching practice	<div><div>4. Staff increasingly see and know the individuals in their classes.</div><div>5. Initially, our Māori and Pasifika achieving at the same level as Māori and Pasifika in similar Equity Index 'band', across all three levels of NCEA.</div><div>6. Boys achieving at the same level as girls.</div><div>7. Shift from red/orange to green across all levels of our Engagement (Traffic Light) reporting with focuss on underachieving groups</div></div>	<div><div>1. Niho Taniwha PLD for teaching staff involving full staff hui, observation and reflection.</div><div>2. Alignment of Professional Growth Cycle goals to teaching practise.</div><div>3. Data tracking systems – class & whole cohort level with interventions.</div><div>4. Staff use and respond to student voice (Rongohia te hau questions)</div><div>5. Improved behavioural management in class</div></div>	Suz	<div><div>Budget appropriate PLD and MMA's</div></div>	<div><div>1. NCEA results ↑ 5% on 2023</div><div>2. Establish a baseline re Effective Teaching Practice. Then show a shift along the continuum of practice from Term Two to Term Four observations.</div><div>3. Regarding student perceptions: A positive shift from Term Two to Term Four in perceptions expressed by student voice</div><div>4.</div></div>
Build pride in Pukekohe High School	<div><div>8. Improving school culture by acknowledging and rewards examples or our school values.</div><div>9. Getting groups to compete in ASB Polyfest</div><div>10. Students feel their culture is respected and celebrated at PHS</div><div>11. Having whole school sports events</div><div>12. Improvement compliance with uniform</div><div>13. Increases pride in representing the school</div></div>	<div><div>1. Setting up the ability in KAMAR for teachers to acknowledge when they have seen students demonstrating the school values.</div><div>2. Supporting the four PolyFest goupes we have set up and entered to be ready to perform and do their best on the national stage; and building from Polyfest with groups being active for language weeks</div><div>3. Interhouse Athletics, Swimming, and Cross Country sports events</div></div>	Steve	<div><div>Support House Leaders, Arts, Cultural, Sports Dept</div><div>Time at staff briefings and hui</div></div>	<div><div>1. Once set up we will have data that can be pulled from KAMAR to show how the students and showing values and improving to show</div><div>2. Numbers of students and whanau coming to practices and showing effort for the event</div><div>3. Appointment of new TIC of House Events this year and Whole School Inter-House Athletics</div><div>4. Feedback from Staff, Students & Whanau about living our values as evidenced via such things as the 'points' on KAMAR</div></div>



Appointments Policy

Policy to support NAG 3 Personnel

Outcome statement

The appointment of all staff will be conducted using a fair and professional process. This will ensure that the best person is selected for the position advertised, that all legal requirements are met and the best interests of the school are served.

Scoping

A fair and transparent process will be used for the appointment of all staff paid by the school.

Delegations

The Board delegates the appointment of teaching and support staff to the Principal. It is expected that an appointments group from within the Leadership Team will give support to each appointment process. Additional staff may be involved by the Principal as is relevant. The Board of Trustees involved in the appointment process for any members of the Senior Leadership team (Deputy Principals, Business Manager)

Expectations and limitations

- It is the responsibility of all Board of Trustee members to be familiar with the appointment procedures and to abide by them.
- All appointments will be made in accordance with relevant employment agreements, current legislation and regulations.
- All permanent teaching positions will be advertised nationally. Long term and fixed term relieving positions will be advertised if required.
- All permanent and long term teaching positions will be filled by New Zealand certificated or provisionally registered teachers. All relieving teachers will be registered with Educanz.
- Support staff positions will be advertised locally except where internal appointments of existing staff can be made.
- We have a commitment to child protection by including comprehensive screening procedures as required by the Childrens Act 2014. This includes:
 - That all appointments (permanent and fixed term) to positions that have direct or indirect contact with students at our school, will be conditional on a safety check.
 - For teaching staff this will include the vetting process as carried out through the Teaching Council process. Teaching staff will need to provide evidence of their registration status and other documentation evidence including photographic identification eg a current Driver's Licence or Passport. This includes casual relieving staff.
- Support staff will require a Police Vet, obtained by the school, as a condition of employment before employment can commence, and will also need to provide photographic identification.
- It is also expected that safety checks will include verification of qualifications where relevant, personal reference/character check, and a structured interview process which will include an assessment of attitudes towards children and child safety.
- Each new employee shall be given a letter of offer and appointment which sets out the terms and conditions of employment, and is conditional on a satisfactory safety check.
- The appointment process for unit holders is to be followed as outlined in the Personnel policy.
- Responsibility for the appointment process of Principal is to be undertaken by the Board of Trustees and/or their appointed consultant.

- The use of operational grant funding for the employment of teaching staff over entitlement level, requires Board approval as part of the budget and school organisation process.
- The Board of Trustees will not consider any requests to cash-up annual holidays under the provisions of the Holidays Act 2003.
-

Procedures/supporting documentation

Staff appointment process

Police vetting forms

Monitoring

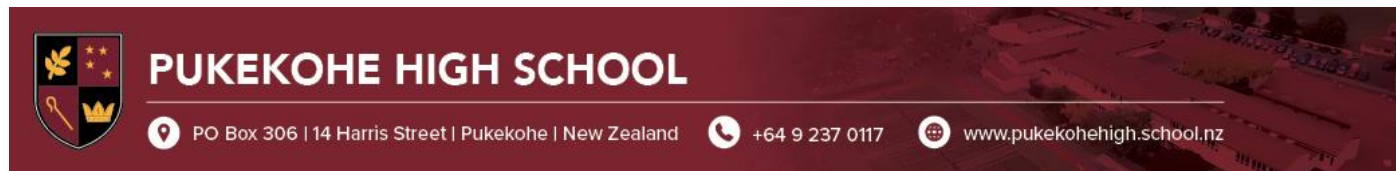
- SUE Reports

Legislative compliance

- Children's Act 2014
- State Sector Act 1988
- Education and Training Act 2000
- Employment Relations Act 2000
- Local Government Official Information and Meetings Act 1987
- Privacy Act 2000
- [Relevant Collective Agreements](#)

Reviewed: *June 2021*

Next review: *June 2023*



Policy – Responsibilities of the Principal

Policy to support NAG 1 Curriculum

Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

Scoping

The principal is the professional leader of the school and the board's chief executive working in partnership with the board of trustees. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" for responsibility for implementation. Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the chair, individual board members, committee chairs or committees of the board are in place.

The board chair/personnel committee has responsibility for the principal's performance review.

Expectations and limitations

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals.
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process.
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies.
- Develop, seek board approval for and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
- Use resources efficiently and effectively and preserve assets (financial and property).
- Operate within the board's approved annual budget.
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines.
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements.
- Communicate with the community on operational matters as and where appropriate.
- Refrain from unauthorised public statements about the official position of the board on social, political

and/or educational issues that are or have the potential to be controversial.

- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below.
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.
- Appoint, on behalf of the board, the privacy officer and EEO officer.
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette.
- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines.

The principal is not restricted from using the expert knowledge of individual board members acting as community experts.

Procedures/supporting documentation

Board's governance and management definitions

Principal's job description

Principal's employment agreement including relevant Principal Professional Standards

Principal's performance agreement and review report

Annual implementation plan and budget

Personnel-related policy and procedures including appointments and performance management

Monitoring

The board will review the principal's performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board's annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board's strategic aims have been developed.

The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that:

- is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- includes data and analysis on curriculum delivery, student progress and achievement
- tracks progress and variance towards strategic aims and key performance indicators
- informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- outlines financial income and expenditure and explains any variance against budget
- summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- identifies the instances of physical restraint
- includes information of any actual or potential risks to health and safety

- specifies current roll numbers and explains any roll variance against year levels
- recommends changes in board policies when the need for them becomes known
- highlights areas of possible adverse publicity or community dissatisfaction
- addresses any other matter requested by the board within a reasonable, specified timeframe.

Legislative compliance

[Education and Training Act 2020](#)

[Privacy Act 1993](#)

[Protected Disclosures Act 2000](#)

[Collective Employment Agreement for Principals](#)

Reviewed: <i>May 2022</i>	Next review: <i>May 2025</i>
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Enrolment Policy

Policy to support NAG 7 Legislation

Outcome statement

The Pukekohe High School enrolment scheme will be administered to optimise academic outcomes for the children living within our school enrolment zone.

Scoping

Pursuant to section 111 of the Education Act 1989, school with enrolment schemes must adopt the instructions provided by the Secretary of Education.

Delegations

The principal will monitor and control enrolments to ensure all in-zone enrolments are processed correctly and roll growth is managed. Decisions regarding out of zone enrolments will be made in consultation with Board of Trustees.

Expectations and limitations

- All pupils that can prove that they are currently living with the Pukekohe High School enrolment zone may enroll as of right.
- Verification of permanent residence in the Pukekohe High School Zone is required with all enrolments. To this effect, new enrolments will be required to give proof of in-zone permanent residency by producing one of the following documents:
 - Agreement for Sale & Purchase
 - Rental agreement
 - Utility Bills - Telephone, Power, Gas, Internet, Sky TV (within two months of moving into the property.)
 - Council - Land Rates, Water Rates
 - Government Department - Inland Revenue Dept, Work & Income, Immigration Dept
 - Electoral Roll Confirmation

*should families be found to live outside the school zone and have provided false documents or proof of temporary residence at an in zone address, under Section 110 of the Education Act, the school will annul the enrolment and the child be unenrolled from the school.

**In some instances a visit to the residence by the principal or a representative of the school satisfying them that the applicant does in fact live permanently at the address may be required.

Out of Zone enrolments

- By 1 September each year, the board of trustees will determine/estimate how many out-of-zone places are likely to be available the following year. A ballot at mid year may also be held at the Boards discretion.
- On the date specified by the Ministry each year, the board will advise (school newsletters and advertisement in the local paper) parents of the likely number of places available at each year level. The cut off for applications and ballot dates will be according to the date set by Ministry
- Any appeals with regard to the implementation of the enrolment policy may be addressed in writing to the board of trustees.
- Legal requirements necessitate children be withdrawn from the school when absent for 20 days or longer.

Procedures/supporting documentation

Parent Information booklet
School website

Monitoring

Principal Board Reports - roll numbers

March / July Roll returns

Reviewed: *April 2021*

Next review: *April 2024*
