



PUKEKOHE

HIGH SCHOOL

Board of Trustees Agenda 19 August 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 17 June 2024 have been circulated to all Trustees.
4. Principal's Report
5. Financial Management
6. Property Management
7. Health & Safety
8. Policy Review
9. Grants
10. Personnel



PUKEKOHE HIGH SCHOOL

Report to Board of Trustees August 2024

Area of Responsibility: Principal

Report by: Murray Saunders

Kia ora koutou. Four weeks certainly is a long time in the life of a Principal. Firstly, I would like to thank all of the members of the Board for their support during both the period of transition between James and myself and in the first few weeks of my tenure as Tumuaiki.

A lot has taken place since the last meeting in June. At the time of writing, 53% of all NCEA standards for the year had been completed by students. Our new block has been officially blessed and opened and is being fully utilised by students and staff. A very successful course information evening was hosted in the space in early August. Curriculum planning for 2025 is well under way with some exciting developments in the subject offerings at junior level. In addition, the creation of a designated Pathways Programme for those students in Year 12 interested in contextualised learning in agriculture/horticulture, automotive, building/construction and electrical engineering will provide greater possibilities for transition into the workforce as well as further school connections with local industry.

Term 3 sees the culmination of a lot of hard work in the extra-curricular space, both with our sporting and musical programmes as well as the celebration of culture through our diverse student body. Tournament week in September is always a highlight of the calendar as is the recently completed KBB music festival. Language week celebrations for Samoan, Kiribati and Cook Islands have been vibrant and very successful.

Finally, we are looking forward to welcoming our two new members of the Senior Leadership team – Sofia Kaur and Kirsty Couper – in week 6 of this term.

Once again, thank you for your support.

Ngā mihi

Murray Saunders

Board Structure:

With Board elections approaching next year (May) it would be beneficial for us as Board to have some discussion about the structure of our board. As you are aware, the current structure of our Board is as follows;

- 5 parent elected representatives (3 positions for re-election next May and 2 in 18 months)
- 1 staff representative (re-election next May)
- 1 student representative (elected each year)
- 1 Tumuaki position
- 2 co-opted positions (Pasifika rep and Nga Hau e Wha rep)

Having manawhenua voice within Board discussions is something that many Boards are seeking. Different voices and perspectives strengthen the decision making process.

My concern (Simon) is that there is a potential for the structure of the Board to be changed within the next election cycle. Therefore, I am proposing that we investigate ways that we can ensure that a place remains within the Board structure for a manawhenua position. This could be achieved either through a more formalised framework around the co-opted positions – length of term, selection process, etc., or we could seek an alternative constitution to enshrine a manawhenua position.

Action: I move that we investigate through NZSBA options available to ensure a manawhenua position remains within our Board structure.

School Vision:

Having a clear vision that everyone knows and is understood within the community has been a discussion point for us as a Board previously. Having a vision defined and a whakataukī that supports this vision should be a priority for us a Board. Having a vision in place will then help Murray and the leadership team in the development of our strategic and annual plans.

The purpose of a school vision is to provide a clear and inspiring statement that captures the long-term aspirations for our school. It serves as a guiding star for decision-making, helping to align the efforts of staff, students, and the community toward a common goal.

What is the ultimate purpose of our kura?

What impact do we want our kura / people to have within our community?

How can we progress discussions towards confirming a new school vision before October?

Action: Discussion regarding a new school vision

Tumuaki Kākahu:

One thing that emerged during our recent mihiwhakatau to welcome Murray as our new Tumuaki is that the school does not have a kākahu for our Tumuaki. Having a kākahu to represent the mana that the role of Tumuaki has, would be step forward for our kura. If we were to purchase a kākahu for our tumuaki, we would need to seek guidance on the design and details to be included. This would also be an unbudgeted item.

Action: I move that we investigate the process involved in creating a kākahu for our tumuaki with a budget of \$900

School Statistics:

Enrolment totals 1 January – 31 July 2024.

Zoning Status	Year 9	Year 10	Year 11	Year 12	Year 13	Total	% of roll
In Zone	344	405	412	312	235	1708	91.64
Out of Zone	27	25	26	20	14	112	6.00
Not Applicable	4	9	14	13	4	44	2.36
Current Roll	375	439	452	345	253	1864	100

New Enrolments - Domestic Students	Monthly Total							Tot
	1 July - 31 July 2024							
	9	10	11	12	13	14		
Grand Total	3	6	3	1				13
ETHNICITY	9	10	11	12	13	14		Tot
Asian		1	1					2
European		3	1					4
Māori	3	1	1					5
MELAA				1				1
Pasifika		1						1
Other								0
Total	3	6	3	1	0	0		13

Running Total							
1 January - 31 July 2024							
9	10	11	12	13	14		Tot
395	49	40	25	21			530

9	10	11	12	13	14		Tot
62	9	11	6	12			100
143	16	10	9	2			180
135	16	11	5	5			172
12		2	1				15
43	8	6	4	2			63
							0
395	49	40	25	21	0		530

Enrolment - International Students		Monthly Total						
		1 July - 31 July 2024						
		9	10	11	12	13	14	Tot
FF	Enrolment - Fee paying students	4	7	5	7			23
FF	Attending - Fee paying students	4	5	8	11	4		32
EX	Exchange Students				1			1
FF	Short Stay Group Students	6	19	27	3			55
	Total	14	31	40	22	4	0	88

Running Total							
1 January - 31 July 2024							
9	10	11	12	13	14		Tot
8	14	10	9	1			42
4	5	8	11	4			32
							0
52	33	33	9				127
64	52	51	29	5	0		169

Curriculum:

Consideration of a Business Faculty

Proposed Motion: "That the Principal and his senior leadership team review and consider the creation of a business faculty at Pukekohe High School"

Background

Given the importance financial literacy, I was disappointed at the reduction of business courses (more specifically accounting) several years back, that occurred without the promised increase in other courses picking up the financial literacy bent.

We have a passionate teacher in Mr Madhwan Naicker, who has spoken passionately with me regarding the establishment of a business faculty at the High School. I believe local business would support the development of such a faculty, as demonstrated by A S Wilcox Limited, who I introduced Mr Naicker to, who have provided themselves as a case study in support of a programme that Mr Naicker is running. If the motion is successful, I believe Mr Naicker would provide an excellent starting point.

I know a Business Faculty would be popular with foreign students considering attending Pukekohe High School. This would provide a point of difference for the High School in an increasingly crowded international student market.

Increasing the financial literacy of students at and from Pukekohe High School would also have a longer lasting impact on our community. In times of hardship and difficulty, an educated view of finance can certainly help from a professional and personal perspective. In positive times it would assist with maximising the opportunities that present themselves.

I appreciate I have a vested interest in a business faculty. This would provide potential new recruits for our Firm. However, I believe the whole community would benefit from an increased emphasis on business knowledge in our High School.

Strategic Plan Process:

The early phases of the process to create a new strategic plan for 2025-2027 is underway. The following are the proposed steps in this process:

1. SLT to review existing community feedback on school (2023)
2. SLT to review current strategic plan and analyse areas of opportunity/key focus areas for 2025-2027 strategic plan
3. BOT/staff to feed into strategic plan – key focus areas
4. Community voice opportunities – Whānau Hui/fono/survey
5. BOT to review draft strategic plan

2024 Improvement Plan:

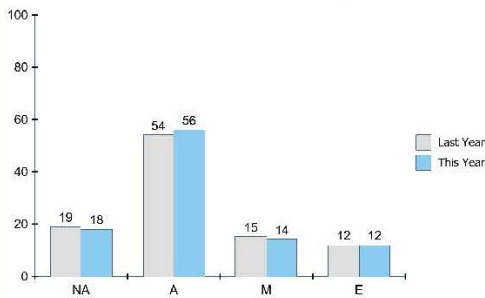
Annual Goal Regulation 9(1)(a)	Specific Objectives Regulation 9(1)(a)	Actions Regulation 9(1)(b)	Progress	Resources Regulation 9(1)(c)	Measuring and celebrating success Regulation 9(1)(d)	SLT update - August 2024
Improve attendance and engagement	<ol style="list-style-type: none"> To increase the number of students attending school regularly (90+%) from 2023 levels To reduce the number of students who have chronic level of attendance (70% or less) from 2023 levels To increase on-time attendance to school 	<ol style="list-style-type: none"> 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 Attendance Support Officer to follow up daily students with 3+ days on unexplained absence – phone calls home, meetings with whanau, Daily lates sign-in process – email comms home School comms re the importance of attendance – newsletter, assemblies, social media 	<p>Completed</p> <p>Completed</p> <p>Going Well</p> <p>Completed</p>	<p>SLT (Attendance) Kaitiaki Attendance Support Office; FAS Two people every Period 1 Time at staff briefings and hui</p>	<ol style="list-style-type: none"> Increase in number of students with regular school attendance to meet MOE attendance targets Decrease in the number of students with chronic levels of attendance to meet MOE targets Decrease in the number of students signing in late daily Celebrate continued positive attendance; plus improvement 	<p>Identified that Pasifika and Maaori Students were the highest representations in the chronic attendance with 28% and 27% respectively in Term 2</p> <p>Further work needs to be done on tidying up process around lateness to school</p> <p>Positive feedback from coaches and managers of our sports teams around the attendance criteria</p> <p>Proposal of a Roopu Tautoko (Attendance and Engagement) team to assist with getting our most chronic attendance students to school & supporting them in class.</p>
Improve teaching practice	<ol style="list-style-type: none"> Staff increasingly see and know the individuals in their classes. 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. Boys achieving at the same level as girls. Shift from red/orange to green across all levels of our Engagement (Traffic Light) reporting with focuss on underachieving groups Improved behavioral management in class 	<ol style="list-style-type: none"> Niho Taniwha PLD for teaching staff involving full staff hui, observation and reflection. Alignment of Professional Growth Cycle goals to teaching practise. Data tracking systems – class & whole cohort level with interventions. Staff use and respond to student voice (Rongohia te hau questions) BR4L review of process and reinforce process with staff. 	<p>Going Well</p> <p>Going Well</p> <p>Started</p> <p>Yet to start</p> <p>Started</p>	<p>Budget appropriate PLD and MMA's</p>	<ol style="list-style-type: none"> NCEA results ↑ 5% on 2023 Establish a baseline re Effective Teaching Practice. Then show a shift along the continuum of practice from Term Two to Term Four observations. Regarding student perceptions: A positive shift from Term Two to Term Four in perceptions expressed by student voice 	<p>Further PLD on shared clarity of learning (identified gap from walk through observations)</p> <p>Further observation with practice analysis conversations for teachers identified as being at 1 on the continuum.</p> <p>Formation of cross-curricular professional learning groups to critically reflect on data, student voice and sharing of effective practice.</p> <p>Success is receiving a further 50 hours of PLD funding.</p>
Build pride in Pukekohe High School	<ol style="list-style-type: none"> Improving school culture by acknowledging and rewards examples or our school values. Getting groups to compete in ASB Polyfest Students feel their culture is respected and celebrated at PHS Having whole school sports events Improvement compliance with uniform Increases pride in representing the school 	<ol style="list-style-type: none"> Setting up the ability in KAMAR for teachers to acknowledge when they have seen students demonstrating the school values. Supporting the four PolyFest groups 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 Interhouse Athletics, Swimming, and Cross Country sports events Uniform Review Celebrate high achievements of students e.g. cultural, sports, art. 	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Going Well</p> <p>Going Well</p>	<p>Support House Leaders, Arts, Cultural, Sports Dept Time at staff briefings and hui</p>	<ol style="list-style-type: none"> 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 Numbers of students and whanau coming to practices and showing effort for the event Appointment of new TIC of House Events this year and Whole School Inter-House Athletics Feedback from Staff, Students & Whanau about living our values as evidenced via such things as the 'points' on KAMAR 	<p>Language weeks celebrated – students celebrating their languages and cultures with dance performances on the Friday. Flags of the respective countries flown during the language week.</p> <p>House events – PHS Got Talent was a great success. Volleyball competition between houses during lunches saw great numbers of students involved.</p> <p>Senior ball was well attended. Students enjoyed the event and were exceptionally well behaved. A great number of staff attended and supported the event.</p> <p>600 students participated in school sport during the first two terms of the year. 13 teams will represent the school at tournament week.</p> <p>Uniform bundle being developed for 2025 with some new and refreshed items.</p>

NCEA Data

NCEA Data Analysis 2024 Internals

All Students

53% of standards completed

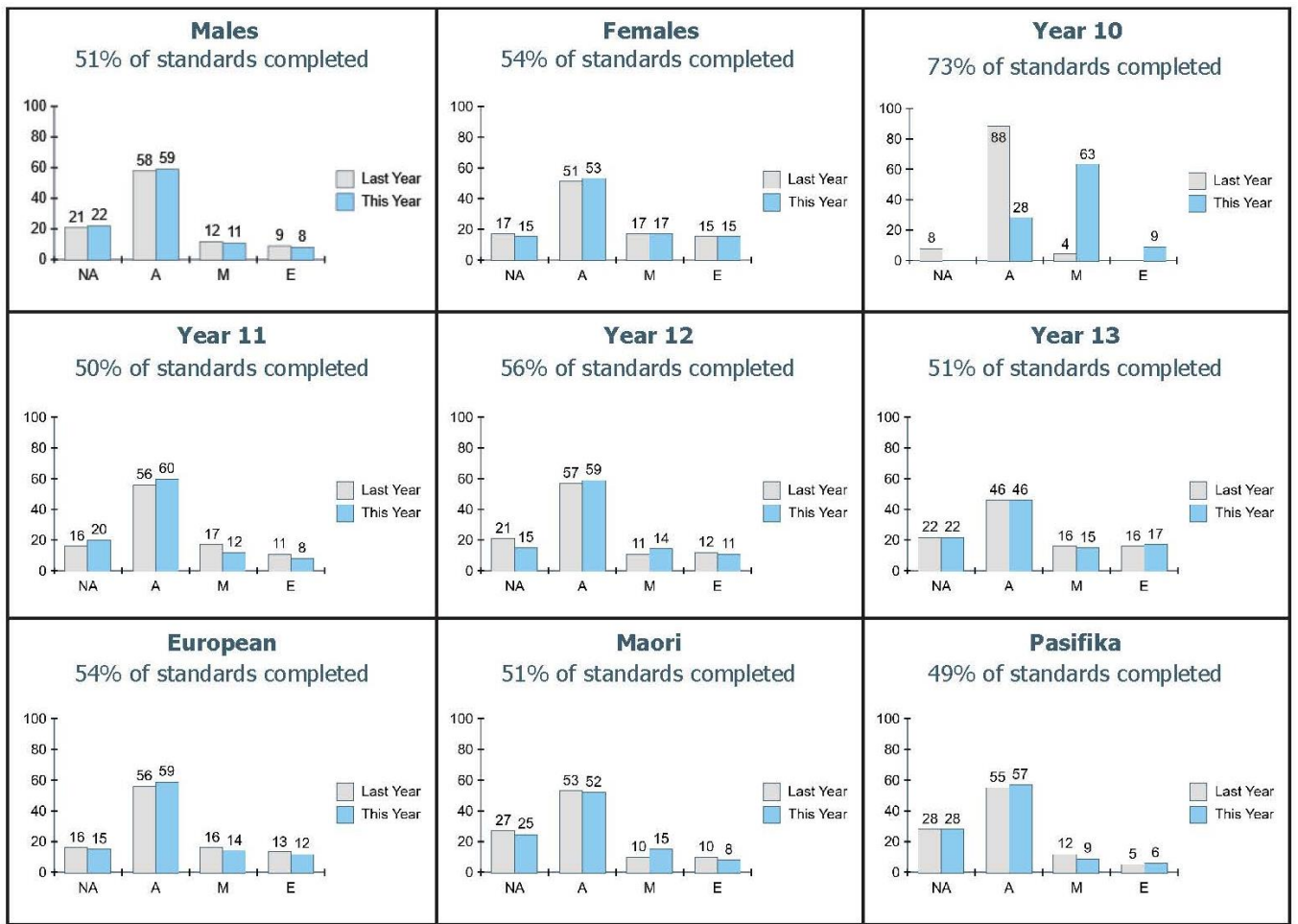


* Very similar picture of NCEA achievement to-date to 2023.

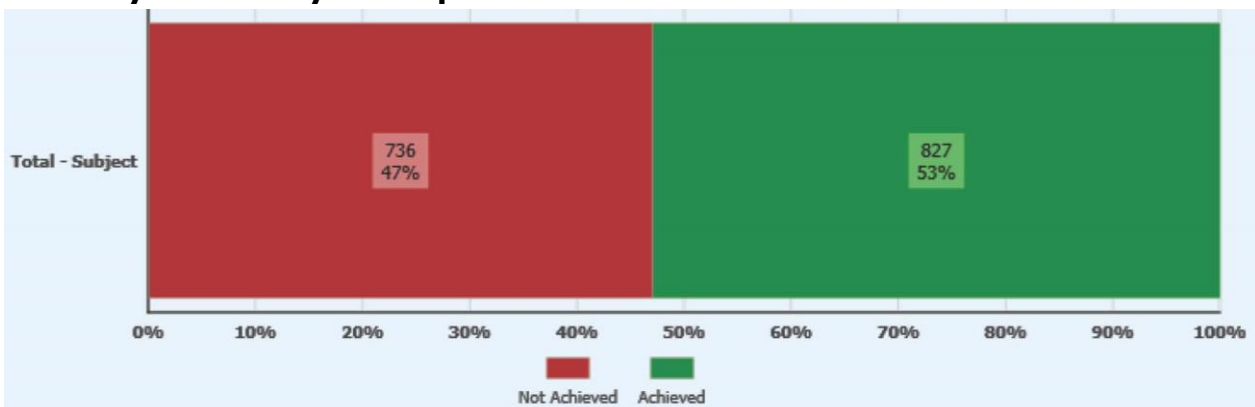
* Small but positive shifts in Y12 & Māori achievement.

* Drop in Y11 Merit and Excellence achievement. Challenge of new Level 1 internal standards.

* Lit/Num: We are currently sitting at just over 50% of students having achieved both the literacy and numeracy NCEA co-requisites. There is a further opportunity for students to sit these in week 8 of this term.



NCEA Literacy-Numeracy Co-requisites



Attendance and Engagement

AREA – Running Totals

1 January - 31 July 2024

ATTENDANCE AVERAGE %	9	10	11	12	13	14	Ave %
Asian	91.3	88.4	88.4	88.4	84.3		88.4
European	87.9	83.7	85	88.3	83.4		85.6
Māori	81	77.3	78.2	80.2	74.6		78.7
MELAA	89.4	90.4	91.7	89.3	92.3		90.3
Pasifika	78.7	77.8	80.3	76.8	74.0		77.7
Other		87	83	84.8	91.25		86.3
Ave %	85.3	82.2	83.5	85.8	81.3		83.7

AREA - Monthly Totals

1 July - 31 July 2024

9	10	11	12	13	14	Ave %
90.3	85.5	85.3	85.0	78.1		85.2
82.1	79.9	80.9	83.7	76.4		80.8
76.8	72.8	71.7	74.7	66.0		73.3
81.8	88.0	93.5	85.3	88.3		86.2
72.3	75.1	75.7	70.2	62.9		71.8
	87.3	79.2	78.5	90.0		83.5
80.7	78.5	79.0	81.1	73.8		78.9

1 January - 31 July 2024

RETENTON (No. left students)	9	10	11	12	13	14	Total No.
Asian	2	6	4	1	1		14
European	7	5	13	15	19		59
Māori	13	12	12	8	8		53
MELAA					1		1
Pasifika	8	7	5	8	3		31
Other							0
Total	30	30	34	32	32	0	158

1 July - 31 July 2024

9	10	11	12	13	14	Total No.
1	1					2
1		1	2	1		5
2		1	2	2		7
						0
3	2	1		1		7
						0
7	3	3	4	4	0	21

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

Financial Statements and Creditors:

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

Our YTD surplus has slightly increased to \$524k and we are \$371k better than budget

Variations

Variations to budget worth noting are:

Income

Operations Grant

We are ahead of budget by \$345k.

Locally Raised Funds

We ahead of budget by \$9k.

International Students.

International net income is now only \$14k behind budget and sits at \$153k surplus for the year to date. August will be a big month with large tour groups at the school for a few weeks.

Expenditure

Overall expenditure is just under budget of \$11.8m. However, there are some variations worth noting:

- Stationery has blown out by \$6k and one of the reasons could be that teachers are having to provide, pens, paper, pencils etc to students who arrive at class with nothing. If so it would be "learning without limits" in action!
- Staffroom supplies/catering has blown out significantly (\$24k) and that is justifiable as it was a good way of enhancing our staff culture and morale during the transition from a temporary Principal to a permanent one.

- ICT overspend of \$30k of which there are two factors. Firstly the cost of Software Licenses and Subs is increasing all the time with more programs being purchased and their unit costs rising. One example is a \$10k program to spot AI in student work. Secondly Computer R&M and Computer Minor Capital costs are both up as we haven't bought many new computers this year.
- Electricity costs are well over budget. Our new supplier (Meridian) found that for many years we had been undercharged as previous suppliers had only charged us for 3 separate meters instead of the 5 we have actually got

Working capital

We are back in the black. WC is now \$3k, up from minus \$91k last month. We would like to carry on this improvement of course as it is only a break even situation at present. However unless there are any major financial blowouts in the next two months we will have no trouble paying back last year's \$345k staffing cost overrun in October.

Leases

We have not taken up any more leases as the net effective interest rate on leases we have been quoted is too high and we are in a better position to pay in cash for any plant, equipment or computers needed than we have been since December last year.

Staffing Costs

Staffing costs are still on track and despite it being winter, relieving costs are only \$182k for the year to date against YTD budget of \$219k.

MOE Projects 2022 Financial Statements

The information below is an excerpt from our draft 2022 financial statements. It relates to end of year balances of all the MOE property projects at that time. The first nine items listed were balances from 5YA jobs from the 2017-2021 round which had already been closed off in the MOE books but were still outstanding in ours.

Rather than carry the overs and unders forward forever we decided to write them off and transfer the net of \$19,635 to Building Improvements. In effect that is what had happened as over the years the Board paid out a net shortfall of \$19,635.

The auditors were in agreement with the write off as long as we had MOE approval. We obtained that recently with the proviso that the Board also formally approve it at it's next meeting.

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening Balances	Receipts from MoE	Payments	Write Offs	Closing Balances
		\$	\$	\$	\$	\$
Hall upgrade		7,031	-	-	(7,031)	-
Climbing Wall		(33,923)	7,019	5,915	32,819	-
Massey Roof		(167,286)	145,958	-	21,328	-
Art block		(4,909)	-	-	4,909	-
Fire Alarm Upgrade		(1,641)	4,361	2,720	-	-
Pool sheds		61,260	-	-	(61,260)	-
SIP Landscaping project		(1,450)	25,642	27,463	-	(3,271)
SIP Volleyball courts		(34,496)	-	-	34,496	-
Rekeying project		15,190	-	9,564	(5,626)	-
School Rebuild		(9,169)	479,160	601,547	-	(131,556)
10YPP roof project		(18,226)	-	-	-	(18,226)
Electrical work		-	-	21,077	-	(21,077)
Learning Support Centre		-	215,970	-	-	215,970
Massey Toilet Block		-	-	2,670	-	(2,670)
Totals		(187,619)	878,110	670,956	19,635	39,170

Action: I move that the Pukekohe High School Board approves the write off.

(Financials)

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

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

Report June and July 2024

Massey Block toilets. These became operational late in the term and are being well used. Interestingly there has only been one instance of graffiti and that was in the holidays. One of the attendees at the Counties Manukau Rugby U-19 training camp we hosted was the perpetrator.

Fencing project

The new fencing/gate near the Glasgow Rd/Harris St corner is complete and we now have an extra 20 or so carparks.

New classroom block

The new block is fully operational and in good use. It is a very pleasant teaching/learning environment.

Broken sewer pipe

The work to redirect the sewer pipes from the broken one to an alternative heading down towards Manukau Rd was completed over the holidays so the gym toilets are now fully operational as well.

McDonald's site

The owner of the site met with MOE after our meeting with him and the MOE subsequently met with us. The MOE believes it would be better if we came to some sort of arrangement with Mr Charles and agreed to let his proposed building work go ahead. They have no objection and told us they definitely had no plans to build anywhere near that part of our boundary.

Can we please discuss this at the meeting.

Harris St frontage

In the term 3 holidays we will proceed with the new front fence along the Harris St frontage and use the old fence to surround the swimming pool. Hedging will also be planted.

Glasgow Rd

The MOE are adamant the site should not be used for non-educational purposes but we are keen to proceed so can we please discuss this too.

New kitchen

We are looking at the options for setting up a third Home Economics classroom fully outfitted with ovens etc. Student numbers are growing and the 2 kitchens we do have are not enough for our needs.

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

Fire Evacuation

The school had a fire evacuation on Thursday 8 August and the cause was moisture in an electrical connection point under the stage in the hall. The school was cleared in under 4 minutes.

Other than that, there were no major incidents in the last two months.

Incident Reports:

	Workers	Students	Others (e.g. visitors)	Total
Number of minor injuries needing on-site treatment only	Nil	33	Nil	33
Number of injuries or incidents resulting in doctor or other medical visits	Nil	2	Nil	2
Number of notifiable events (reported to WorkSafe NZ)	nil	nil	nil	

Health and Safety Committee updates:

The H&S Committee met in week 9 of last term. Other than some minor operational matters there is nothing of note to discuss. The H&S Committee's next meeting is week 5 of term 3.

Discipline Summary:

Stand downs and suspensions since the last board meeting:

End of Term 2

Action	Total	Female	Male	Year Level	Ethnicity
Suspension	8	5	3	9 (1) 10 (5) 11 (2)	NZ European (5) Māori (1) British/English (2)
Stand-down	15	6	9	9 (3) 10 (1) 11 (11)	NZ European (9) Māori (4) Hawaiian (1) Indian (1)

Start of Term 3

Action	Total	Female	Male	Year Level	Ethnicity
Suspension	2	2	0	10	Samoan (1) Māori (1)
Stand-down	17	2	15	10 (5) 11 (11) 12 (1)	NZ European (11) Māori (2) Tongan (1) South African (1) Korean (1) Fijian (1)

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

Policy review (report supported by Simon Williams)

[Protected Disclosures](#), please read and ratify.

[Anti Bullying and Anti Harassment](#) please read and ratify.

Board Policies – School Docs

At present we have been generating our own school policies based on the policy framework provided by NZ School Boards Association. The benefits of this structure is that we are able to tailor our policies to reflect our school process and context. The negative is that this process takes time and needs to be monitored to ensure policies remain compliant with relevant legislation. The alternative is that we contract an external company SchoolDocs to manage this process. The annual subscription for SchoolDocs for Pukekohe High School would be approximately \$3,000. Plus an International Students Module set up fee – \$495 (excl GST) This is not a cost that we have budgeted for in this years budget. The benefits of moving to a SchoolDoc system would be less work for both a new Principal and Board.

Motion: That we move to SchoolDocs policy process from January 2025.

Grants

Four Winds Foundation Grant Application

Passed by electronic vote 30 July 2024.

Recent information has come to our attention regarding the strong possibility of available funds at a grant funder in our area.

We wish to make an application for a set of sports apparel for all our winter codes for 2025 to Four Winds Foundation before the end of July. This would include coaches gear for our worthy volunteers.

The application is time sensitive, and the resolution needs to be completed by Wednesday midday.

Our current supplier is SAS Sport, and their quote is for \$39996.43 excluding GST.

Could you all please reply either 'in favour' or 'not in favour' to the motion below.

Moved by the Principal

The Pukekohe High School Board accepts the resolution for grant application to Four Winds Foundation for the 2025 winter codes sports apparel.

Personnel

Teacher Personal Leave Request 2025:

Please note that the period of leave requested is for six months. There is a comment around them considering a one-year period of leave. This would be the option that I would favour.

Report Accepted:

I move that this report be accepted.

Appendices:

Appendix_1

Pukekohe High School Income and Expenditure For the seven months ended 31 July 2024

	Actual	Actual	YTD	Variance	Variance	Full year	act YTD as a % of full year budget
	Jul	YTD	Budget	Actual	%	budget	
	\$	\$	\$	\$			
Income							
Government Grants							
Operations Grant	468,064	3,520,466	3,170,111	350,355	11	5,434,488	65
Teachers Salary Grant	925,359	6,682,446	6,682,483	(37)	(0)	11,680,987	57
Use of land & buildings	266,667	1,866,669	1,866,669	-	-	3,200,004	58
	1,660,090	12,069,581	11,719,263	350,318	3	20,315,479	59
Locally Raised funds							
			-				
Donations/Fundraising/Activities	1,676	36,989	28,595	8,394	29	49,020	75
Sport Income/exp	3,363	(16,870)	(53,002)	36,132	68	(152)	11099
Other activities inc/exp	-33,316	77,528	113,106	(35,578)	(31)	205,783	38
	(28,277)	97,647	88,699	8,948	10	254,651	38
International Students							
Income	45,851	320,567	313,215	7,352	2	536,936	60
Expenditure	14,937	167,539	145,982	21,557	15	223,647	75

	30,914	153,028	167,233	(14,205)	(8)	313,289	49
Investment income	1,876	33,655	28,000	5,655	20	48,000	70
Total Income	1,664,603	12,353,911	12,003,095	350,716	3	20,931,419	59
Less expenses							
Learning Resources							
Staff Expenses	190,262	1,252,676	1,282,671	(29,995)	(2)	2,250,032	56
Teachers Salary-MOE funded	925,359	6,682,447	6,682,484	(37)	(0)	11,680,987	57
Curricula	38,442	363,774	350,273	13,501	4	599,270	61
Curricular Other	2,373	33,366	60,382	(27,016)	(45)	103,512	32
	1,156,436	8,332,263	8,375,810	(43,547)	(1)	14,633,801	57
Administration							
Audit/Accounting	(337)	10,134	24,227	(14,093)	(58)	41,530	24
BOT Expenses		7,357	8,365	(1,008)	(12)	14,214	52
Communication	1,479	15,034	22,330	(7,296)	(33)	38,290	39
General/Consumables/Legal	14,860	69,324	45,752	23,572	52	78,432	88
ICT	16,845	162,712	133,209	29,503	22	202,562	80
Risk Management	1,203	12,472	20,027	(7,555)	(38)	31,362	40
Staff expenses	65,807	542,743	555,870	(13,127)	(2)	963,500	56
	99,857	819,776	809,780	9,996	1	1,369,890	60
Property							
Caretaking/cleaning	4093	17,647	21,910	(4,263)	(19)	37,558	47
Grounds	8,423	36,373	26,817	9,556	36	45,979	79

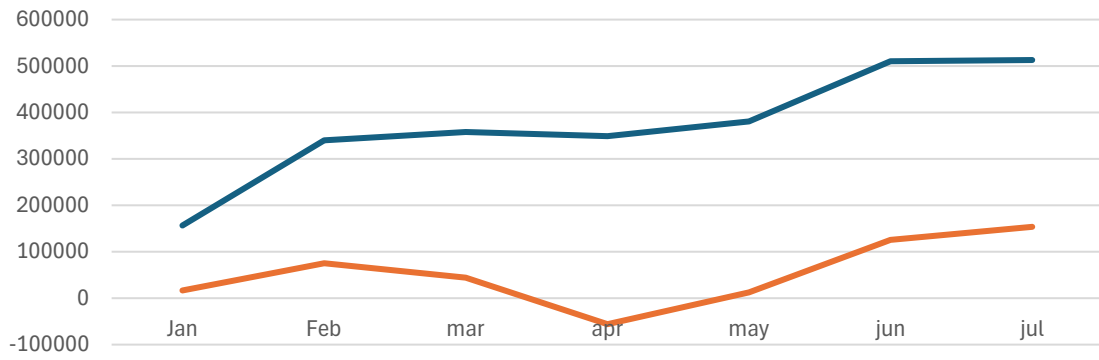
Heat, Light and Water	17,619	97,296	80,087	17,209	21	137,287	71
Repairs and Maintenance	24,192	115,155	101,136	14,019	14	173,375	66
Security	8,022	39,515	43,750	(4,235)	(10)	75,000	53
Staff expenses	31,810	225,378	230,190	(4,812)	(2)	399,000	56
Use of land & buildings	266,667	1,866,669	1,866,669	-	-	3,200,004	58
	360,826	2,398,033	2,370,559	27,474	1	4,068,203	59
Finance Costs	245	3,305	4,886	(1,581)	(32)	8,372	39
Depreciation	38,075	276,826	288,365	(11,539)	(4)	505,405	55
				-			
Total Expenditure	1,655,439	11,830,203	11,849,400	(19,197)	(0)	20,585,671	57
				-			
Surplus/(Deficit)	9,163	523,708	153,695	369,913	(241)	345,748	151

Pukekohe High School

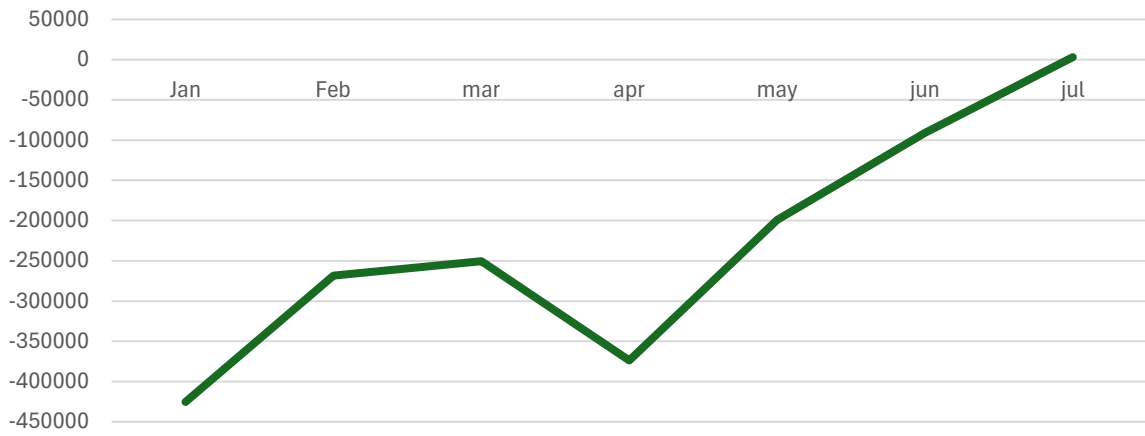
Statement of Financial Position As at 31 July 2024

	Jul Actual \$	Jun Actual \$
Current Assets		
Cash and Cash Equivalents	353,574	1,205,376
Accounts Receivable	127,525	519,412
Prepayments	44,617	49,542
Investments	2,166,000	0
Inventories	3,797	3,797
	2,695,513	1,778,127
Current Liabilities		
Govt Grants in Advance	971,095	136,237
Accounts Payable	223,456	173,478
GST payable	239,740	0
International Student Funds	405,028	343,458
Student Funds received in Advance	10,134	11,456
Provision for Cyclical Maintenance-Current	157,699	184,444
Finance Lease Liability - Current	256,948	269,220
MOE Property Projects	55,564	377,562
MOE Salary accrual	27,995	27,995
Overstaffing liability	345,354	345,354
	2,693,013	1,869,204
Working Capital Surplus/(Deficit)	2,500	(91,077)
Non-current Assets		
Property, Plant and Equipment	2,852,397	2,836,379
	2,852,397	2,836,379
Non-current Liabilities		
Provision for Cyclical Maintenance	52,569	73,634
Finance Lease Liability	380,750	416,827
	433,319	490,461
Net Assets	2,421,578	2,254,841
Equity		
Accumulated Funds	1,789,349	1,636,028
Furniture Grant	108,521	108,522
Net surplus/(deficit)	523,708	510,291
	2,421,578	2,254,841

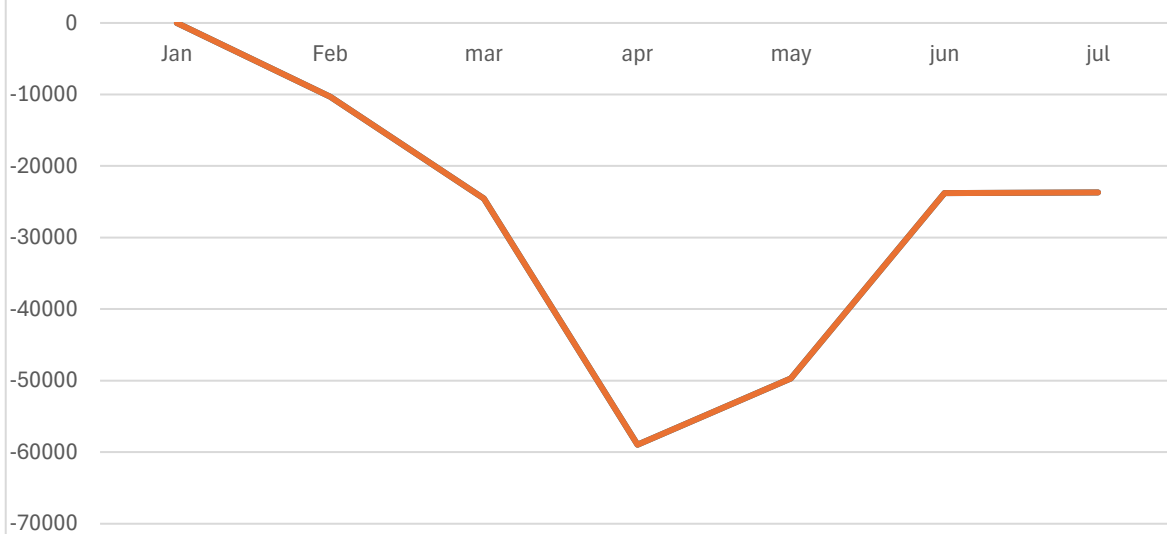
Surplus-actual vs budget

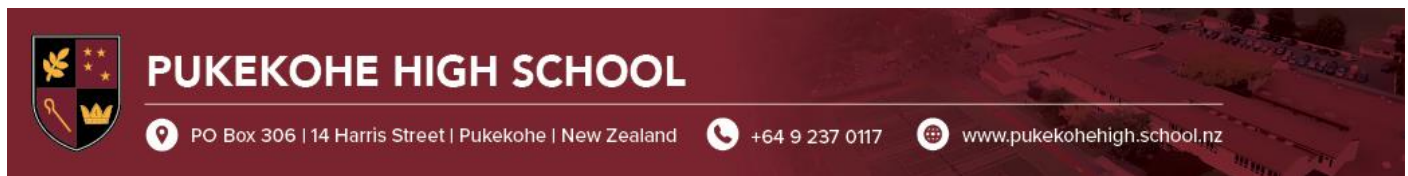


Working Capital



Staff banking





Protected Disclosures Policy

Policy to support NAG 4 Health & Safety

Outcome statement

In accordance with the Protected Disclosures Act 2000. All members of the Pukekohe High School community will be provided guidance on the protections available and procedures for making a Protected Disclosure under the Protected Disclosures Act 2000 ('the Act')

Scoping

This policy applies to trustees, employees, former employees, contractors, persons concerned with the management of Pukekohe High School and volunteers, who raise concerns about serious wrongdoing at or by Pukekohe High under the Act. It should be read in conjunction with other policies which relate to complaints and disputes of a less serious nature.

Delegations

The Pukekohe High School Board has ultimate responsibility for ensuring that all disclosures are dealt with in a prompt and professional manner and promptly. The Board delegates authority to the Principal as the professional leader of the school, to ensure all staff are aware of the process for making a disclosure and that the Board is informed of any disclosures made.

Definitions

Protected Disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Complainant means a current or former employee contractor or volunteer of the school.

Serious wrongdoing is defined in the Act as being any of the following:

- a. An unlawful, corrupt, or irregular use of public funds or public resources; or
- b. an act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
- c. an act, omission, or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to a fair trial; or
- d. an act, omission, or course of conduct that constitutes an offence; or
- e. an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

Protection in this context can include any of the following:

- a. Confidentiality
- b. Immunity from civil criminal or disciplinary proceedings for making or referring the disclosure
- c. The right to not suffer retaliatory action by their employer

Expectations and limitations

Conditions for disclosure

Before making a disclosure the employee should be sure all of the following conditions are met:

- The information is about serious wrongdoing in or by the School.
- The employee believes on reasonable grounds the information to be true or likely to be true.
- The employee wishes the wrongdoing to be investigated.
- The employee wishes the disclosure to be protected.

Who can make a disclosure?

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes:

- current employees and principal
- former employees and principals, and
- contractors supplying services to the school.

Please Note: The Act does not apply to parents or board of trustees members unless they are staff members of the College. It is for the protection of employees. For the purposes of this Act the board of trustees is the employer

Protection of employees making disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from their employers
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure, and
- will, (*subject to paragraph Protection of disclosing employee's name*) in the procedure, have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

Procedure

Any employee of the School who wishes to make a protected disclosure should do so using the following procedure.

How to submit a disclosure

The employee should submit the disclosure in writing.

Information to be contained

The disclosure should contain detailed information including:

- the nature of the serious wrongdoing
- the name or names of the people involved, and
- surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

Where to send disclosures

A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of section 11 of the Protected Disclosures Act 2000 for this purpose.

If you believe that the principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board chairperson.

Decision to investigate

On receipt of a disclosure, the Principal or Board chairperson must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted, a full investigation will be undertaken by the principal or Board chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

Protection of disclosing employee's name

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the principal or Board chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation, or
- to prevent serious risk to public health or public safety or the environment.

Report of investigation

At the conclusion of the investigation, the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.

Disclosure to an appropriate authority in certain circumstances

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- the Board chairperson is or may be involved in the wrongdoing
- immediate reference to another authority is justified by urgency or exceptional circumstances, or
- there has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate authorities include (but are not limited to):

- commissioner of Police

- controller and Auditor-General
- director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- the head of any public sector organisation.

Disclosure to Ministers and Ombudsman

A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate, or
- has decided to investigate but not made progress with the investigation within reasonable time, or
- has investigated but has not taken or recommended any action, and
- the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Procedures/supporting documentation

Staff Induction process

Complaints Procedure

Monitoring

-

Legislative compliance

Protected Disclosure Act: <http://www.legislation.govt.nz/act/public/2000/0007/latest/DLM53466.html>

Reviewed: *May 2021*

Next review: *May 2023*



Anti Bully & Harassment Policy

Policy to support NAG 3 Personnel

Outcome statement

Pukekohe High School will provide a safe physical and emotional environment where everyone is treated with dignity and respect.

Scoping

This policy applies to all staff at Pukekohe High School, including any adults employed by or working on behalf of the school.

Delegations

The Board and Principal will ensure that all reports of harassment or bullying are taken seriously and addressed in a way that is respectful and supportive.

Expectations and limitations

The policy should be supported by a good implementation process, and workers should be trained in both the policy and processes.

After discussions involving all staff which led to general agreement, Pukekohe High School puts on record that bullying and harassment at work have the potential for:

- serious consequences
- an individual to experience health problems, loss of self-esteem and performance
- divisions within the school to occur as people take sides
- loss of motivation and impact on wellbeing

Bullying defined:

- Bullying is defined as unreasonable and repeated behaviour towards a person or group that can lead to physical or psychological harm.
- Repeated behaviour is persistent and can include a range of actions over a period of time.
- Unreasonable behaviour covers actions which a reasonable person wouldn't do in similar circumstances, including victimising, humiliating, intimidating or threatening a person.

Pukekohe High School will do the following to minimise and respond to workplace bullying.

Senior management and the board of trustees will minimise workplace bullying by:

- establishing respect for the broad range of human values and character strengths required for this organisation to survive
- actively looking for ways to create a positive workplace ('healthy work') that workers feel is pleasant, fair, rewarding and positively challenging
- encouraging positive leadership styles and investing in our managers to achieve this
- training key workers (contact personnel) to receive bullying reports and give support and advice
- directing attention towards behaviour rather than people, and aiming to promote harmonious relationships across the school
- providing staff who believe they have been bullied with a range of options to resolve the issue
- promoting low-key solutions before formal actions where appropriate
- aiming to repair the working relationship and promote positive outcomes based on the school's values

- openly discussing bullying, in both formal and informal settings, and providing information and training about it
- identifying factors that contribute to bullying, and putting effective control measures in place
- ensuring our processes and systems are fit for purpose and regularly reviewed
- having regular, annual staff surveys on our work culture.

It is expected that staff will:

- tell their line managers if they experience or see any bullying behaviours – if the manager is the person behaving in a bullying manner, then advise a member of the senior leadership team or contact personnel specifically trained for this role.
- try low-key solutions (eg talking to the person initially (if safe and appropriate to do so))
- follow the school's informal or formal processes when making a complaint.
- keep an eye out for other people, providing support when seeing a person being isolated or experiencing reprisals.
- understand what actually constitutes bullying behaviour (definition above).

It is expected that school leaders will:

- ensure staff have clarity on what their roles entail
- intervene early to call out and deal with any unreasonable behaviour before it escalates
- record and investigate complaints fairly and in line with the school's policies and processes
- look for informal solutions before escalating an issue to higher levels (eg mediation or investigation) where appropriate.

When dealing with an allegation of bullying our school will:

- treat all matters seriously and investigate promptly and impartially
- ensure neither the person who complained nor the alleged bully are victimized
- ensure support is available for all parties involved
- find appropriate remedies and consequences for confirmed bullying as well as false reports
- communicate the process and its outcome
- ensure confidentiality (ie only those who have a right to know)
- use the principles of natural justice
- keep good documentation
- have specialist external advisors available to help.

This policy was developed by the Board of Trustees, Senior Leadership Team, Staff, Health and Safety Committee

Procedures/supporting documentation

Complaints Policy & Procedure

Monitoring

Staff Wellbeing survey

Legislative compliance

<https://www.worksafe.govt.nz/>