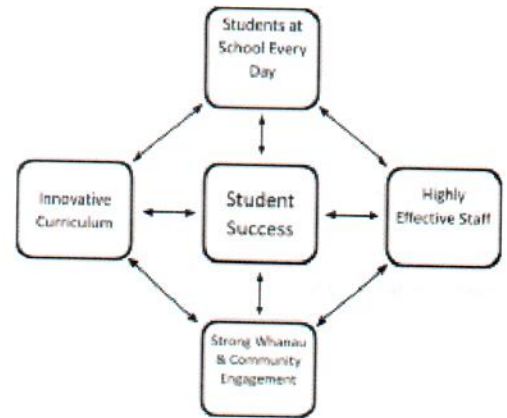




Papakura High School Seminar Room
BOT Meeting
 Thursday 26 November 2020
Minutes



Karakia timatanga Logan Lepua 5:45pm

Welcome guest

Name Steve Waters, Property Advisor
Organisation Yellowstone Holdings

1. Administration

5:35pm

- 1.1 Present Murray Tume, Kamine Te Rongomau, Nane Lockington, Rosalie Freeman, Logan Lepua, Moana Ratahi, Sally Dalzell, Steve Waters, Keith Buchan, Kim Hassan
- 1.2 Apologies John Rohs, Paul van Etten, Deena Howard-Afeaki, Beverley Matamua, Enosa Auva'a
- 1.3 Prior Leave
- 1.4 Declarations of Interest Nil
- 1.5 Confirmation of Minutes of the previous meeting
- 1.5.1 Minutes from [22 October 2020](#)
- 1.5.2 Motion to approve the Minutes

Moved: Murray Tume Seconded: Moana Ratahi

Sally said that the board members need to read the minutes once they are published so that any action to be taken is completed by the next meeting.

Documentation for the meetings should be made available one week before the meeting.

The agenda should be ready on the Thursday one week before the BOT meeting.

If the documentation is not able to be read thoroughly before the board meeting, then items can be tabled and then left until the next meeting.

Actions should be added to the minutes.

1.6 Matters Arising

MOE/ERO review of Learning Support department

Murray called Lexie at the MOE to ask for assistance with the ERO review of the Learning Support department. Both John and Sally have also approached the MOE for assistance with this review.

There will be a meeting (online) between Lexie, Sally and Murray next week regarding this. The review will be set up for next year and will occur together with the new Principal. The review will be around putting a person in the school to support the dept.

1.7 Speaking rights to guests

To be moved further up the agenda in future to agenda item 1.4

1.8 Correspondence

1.8.1 [Counties Manukau Alternative Education Consortium - Managers Report November 2020](#)

Could the DP responsible for the Alt Ed programme in school please create a report around the programmes and then bring it to the next board meeting in February next year?

Question as to whether these students are included in graduation ceremonies and generally treated equally to Papakura High School Students

1.9 Trips for Approval

1.9.1 [Kaitiaki camp 2021](#)

Motion to approve the Trip

Moved: Nane Lockington

Seconded: Moana Ratahi

2. School Review

5:40pm

Steve Waters and Keith Buchan

Steve introduced himself and explained that he is part of a company, Yellowstone Holdings and deals with many schools around Auckland. He spoke about the huge improvements that have been made around the school over the last years.

The amount of graffiti that used to be produced every day was phenomenal but has now been reduced down to almost nothing.

Student behaviour has also hugely, noticeably improved. Steve recalled the time he was showing a visitor from the MOE around the school and an object was thrown at the visitor's head.

Over the past 3 years we have had 12 or 13 different Advisors from the MOE so there has been no consistency. The current advisor, Desire is very efficient and will do things quickly but by the book.

In order for progress to be made, projects to be completed, the board must give it's approval and it must be minuted.

Steve requested that this happens in a more timely manner in future.

He recommended that C block be taken down in order to get it replaced.

There are 10 classrooms there but on paper the school has too many rooms for the number of students enrolled. Numbers are growing and so more classrooms will be necessary.

The school was originally designed as a nursing home/hospital after WWII and some of the buildings were built very cheaply. This in turn means that maintenance costs are high.

The question was raised as to how the board can improve the communication between the property team and the board. Board members should be invited to the property meetings so that the flow of information is improved.

If board members are at property meetings, they can then inform the board so that Steve, as property advisor, can move forward. (This is what already happens with the Finance Committee). The property team meet, meeting minutes are then passed on to the Finance Committee for approval and are then brought to the full board.

In future, Keith will invite board members to property meetings as they are currently not receiving invitations.

Steve would like communication to be better. This will be the case in future.

Motion that the board approve the members of the board to attend the Property Committee meeting and be delegated to sign the amendments to the 5YA if they are satisfied with it.

Moved: Kim Hassan

Seconded: Moana Ratahi

Approved unanimously.

Motion to invite Board members, Beverley Matamua, Enosa Auva'a and Kamine Te Rongomau to attend regular property meetings.

Moved: Murray Tume

Seconded: Kim Hassan

First meeting will be Monday 30 November at 7am

2.1 [Draft Building condition report](#)

2.2 [5YA](#)

2.3 Questions

Chris asked for clarification as to what exactly the board is approving. The board members who attend the Property Meetings have received the power to sign amendments to the 5YA when they are comfortable with them.

Steve Waters and Keith Buchan left the meeting at 6:15pm

Matua Ian joined the meeting.

3. 2021 Rumaki Programme

6:00pm

Ian Marino-Tauhino

3.1 [2021 Rumaki Reo Māori ki Papakura 2021 and beyond](#)

3.2 [Presentation](#)

Matua Ian introduced himself and explained that the Rumaki Reo programme has been approximately 3 years in the making and that it is now ready for implementation.

Rumaki Reo Maori is education in māori medium. There are not many schools with immersion units but we will be creating an immersion programme.

The advantages of Rumaki Reo Māori programmes are higher levels of Māori school leavers achieving Level 2, on a par with other students and higher than other Māori students.

There are cognitive, cultural and identity benefits from bilingualism for individuals and New Zealand as a whole.

Contributes to the active protection of Maori language as a taongo of ngā iwi Maori.

Māori Medium Education Critique

Is total immersion, students are taught ALL or SOME curriculum subjects in the Māori language. It is not 5 periods of Te Reo Maori.

We are aiming for L2 immersion - 51 - 80% Immersion, 3 to 4 periods per day (12.5 - 20 hours)

Since 2015 we have been missing out on funding for māori medium education, but the school has now adjusted it's reporting in the roll return so that we will receive this funding again.

Schools receive funding depending on how many students are studying Māori for how many hours (at which level).

Students from Māori immersion primary schools (Kohanga) who want to continue with this have traditionally had to leave Papakura and go elsewhere. With this Rumaki Reo Māori programme they will be able to continue at their local school, Papakura High School.

Ian thanked the board for their support of this programme and asked that the classes are all located in one location for all subjects.

The question was raised as to whether the school supported the programme.

Ian replied that Papa Hone (John Rohsl) was strongly in favour of the programme and that it has his full support.

The question was raised as to the curriculum.

Ngāti Tamaoho have gifted a name to the unit, and will assist in the creation of the curriculum.

The question was raised as to whether this programme is only for Māori students.

The programme will not be exclusively for Māori, but they will be the preferred target. A certain level of language will be necessary for students before they can be accepted into the programme.

The question was raised as to whether this will be a STEM or STEAM programme, but this is not the case.

The board is being asked for their support of the programme.

Ian believes that students coming in at Year 9 with little Māori can be brought into the programme as with three periods per day in Māori, the language can be taught.

There are several teachers in school who support the programme, LeRoy Paul, who will be on study leave next year, Michelle Lloyd, Ariana George, who came to us from a Kohanga background, and several Pasifika teachers who can learn from the Māori model to create their own programmes.

Purpose:

That our tamariki are secure in their Māori identity as navigators of change, walking strongly ..

The Problem

Three levels

Micro: School Attendance, Truancy, Retention, Engagement, Behaviour, Educational Attainment, Self Efficacy, Hauora/Well Being

Meso: Family dysfunction, Loss of language, Community dysfunction, Gang and anti-social behaviour, Economical Disadvantage

Macro: The loss of language undermines a people's sense of identity and belonging, which uproots the entire community in the end. Yes, they may become incorporated into the dominant language and culture that has subsumed them, but they have lost their heritage along the way.

All these problems are caused by loss of language, culture and identity and can be rectified by relearning and reconnecting with language.

Immersion units can cause tension in schools and this should be considered and prepared for. Funding could also cause an issue and again must be planned carefully as this could also cause tension within the school. There must be a business case built around the programme as well as an educational case.

The vision is for approximately 120 students across five year levels, so approximately 25 per year level from within the school and from outside.

Within the Senior Leadership Team Kelly Teariki has been supporting the programme and John has always been supportive of the programme, assisting with it's development wherever possible, ie PLD hours.

The NCEA review will ensure that Māori assessment standards are brought up to the same level as English language medium assessments.

If the Rumaki programme is to be realised, it will involve building and staffing.

To be serious about the unit, it will be necessary to have someone in charge of the programme who lives and breathes the Māori way of life and is on the same level as a Deputy Principal so that there is not the danger that it will be vetoed from above.

The board should focus on the outcome and not on the ways to get there.
Several years ago a hui was held to discuss the creation of an immersion unit but it didn't happen.

Motion to acknowledge the presentation made and the work that has gone into it and to support the Rumaki concept.

Moved: Kim Hassan

Seconded: Moana Ratahi

4. Student Achievement

7:55pm

4.1 [NCEA Achievement Statistics 23 November 2020](#)

4.2 [Junior Achievement Data 2020](#)

Level 1 achievement is below target, Levels 2 and 3 are above targets.

Endorsements are well below target.

The question must be raised as to why this is so. Is it because of the type of credits that are being achieved?

Are too few credits being achieved academically? Are too many credits being achieved from programmes that do not lead on to something?

Vertical Horizons credits, a large number, but what have these students actually achieved?

Next year the board will be asking for a break down as to how and where the credits are being gained.

The concern was raised that the junior data is incomplete. There is no information as to movement throughout the year.

The vast majority of students are below or well below where they should be. And most of those students are Māori.

Māori are the ethnicity that are lowest in achievement levels across all data reporting.

Over 90% of Year 9 students are below 4P.

The question was asked as to whether this could be blamed on the feeder schools. Sally responded that this is not the case as these students have had a full year of education here to catch up and make up these levels.

The achievement at Year 10 is also very low so what is the point of Te Tohu Rangatira? Are students gaining this award purely from extra-curricular activities and so how is it helping our students?

Do teachers here understand quality teaching?

What is offered to students in Year 11 who do not achieve in Year 10? Is it right that they are all stuck in the Services Academy? What is the advantage?

What is being done to raise our students achievement levels?

The board needs more information around the data given.

Kim said that she had asked questions around data presented previously but was told that this was not appropriate. She did not receive the answers to her questions.

It was suggested that the new Principal is asked to give more and better data to the board so there is a greater understanding of the above issues..

5. Monitoring of Strategy

8:15pm

5.1 [Principal's Report](#)

5.2 [Student Engagement Officer - EOY report](#)

5.3 Questions

5.4 Motion to accept the Principal's report.

Motion to accept the amended term dates

Moved: Rosalie Freeman

Seconded: Kim Hassan

Logan was congratulated on his new role as Kaitiaki Whānau.

Action: Murray to add Pedagogy to the agenda as an item for the next meeting.

Motion to accept the Principal's report

Moved: Murray Tume

Seconded: Moana Ratahi

7. Healthy Lunches in School

8:20pm

The school has informed the MOE of its intention to go with option 2 and is now awaiting further information from the MOE.

8. LSM

8:25pm

Continuous transformation for student success

8.1 [Sept 2020 Progress against the amended PHS transition plan](#)

Question was raised as to whether staff are all certified and / or have current police clearance. This was raised at the last meeting and the Principal replied that this had been done. Evidence was requested re currency of Teacher Registration and Police Vets.

9. Property 8:30pm

9.1 [Property Report](#)

9.2 Motion to accept the Property Report

10. Finance 8:30pm

10.1 [Minutes of the Finance Committee Meeting](#)

10.2 [PHS Budget 2021 - summary](#)

A meeting has been arranged between SLT and Karee Lilley, Finance Officer, to ensure that the draft budget is accurate.

The draft budget is created in consultation with other members of staff as well as based on historical data.

The staffing budget is based on the predicted number of students rather than on the MOE figures as these are very conservative and we ran the risk of not having sufficient staff at the start of year.

The question was raised as to what happens if we do get less students than expected.

The budget will not be finalised until after the March 1st roll return when actual student numbers are confirmed.

The draft budget has a surplus of \$100,000.

Expenditure for next year is expected to be less than last year as there are some expenses that were unique last year, such as the high water costs due to the leaks.

There is money outstanding from the 5YA for a drainage project from 2013.

Steve has not produced paperwork, and the MOE does not seem to be able to find it either.

Action: A letter is to be written and signed by Murray requesting paperwork for the historic drainage project.

10.3 [KPIs as at 31 Oct 2020](#)

10.4 Motion to accept the minutes of the Finance Committee Meeting

Moved: Murray Tume

Seconded: Kim Hassan

Approved.

11. [Education and Training Act 2020](#)

8:45pm

Chris France

The new Act has come into force and approximately 75% is the same as the old Act.

Board objectives:

In the previous Act there was one board objective but this has now been amended and there are now 4 equal objectives:

“(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to Te Tiriti o Waitangi, including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

National Education and Learning Priorities - NELPs

School rules (bylaws) consultation

Before implementing a bylaw, community consultation must take place

Board code of conduct to be implemented.

Can be padded out to reflect individual schools as long as it does not contradict the national code of conduct.

Trustees are now board members and the board chair is now the presiding member.

Strategic planning.

From January 2023 boards will submit a three year strategic plan to the MOE, which must approve the plan. If the MOE does not agree with the plan, they will request changes to be made. If the MOE is still not satisfied with the revised plan they will impose changes.

Agenda items 12 & 13 to be tabled at next meeting.

12. Health & Safety

9:00pm

12.1 [H&S Report](#)

12.2 Motion to accept the H&S report

13. Policy review

7:57pm

13.1 [G.9 Principal Performance Management](#)

13.2 [N3.2 Privacy Policy - draft](#)

13.3 Motion to adopt N3.2 Privacy Policy

14. In Committee

14.1 Motion to move in committee

Chris France left the meeting

14.2 Motion to move out of committee

15. Meeting Closure

15.1 Comments on meeting procedures and outcomes

15.2 Preparation for next meeting

There will be a Property Meeting and a Finance Meeting so the question was raised as to whether a further meeting should be held before the end of the year.

Tuesday 8 December was suggested as a date.

There was discussion as to whether a planning meeting will be scheduled before the first board meeting in January or early February.

Induction of the new Principal.

Planning meeting will be held on Thursday 21 January at 5:30pm.

Meeting closed 9:30pm

Next meeting: 21 January 2021 5:30pm

Karakia whakamutunga Logan Lepua

Signed:



BOT Chair

Date:

3 March 2021