

Minutes of Mount Aspiring College Board of Trustees Meeting held on 16 June 2009 at 6.00pm

Present: M Barton, A Black, D Cassaidy, L Jolly, A Penniket,
G Ruddenklau (Chair), G Thornton
Apologies: W Bosley, D Schikker
In Attendance: J Hamilton, K Logan, H Hammond (Secretary)

Welcome

G Ruddenklau welcomed everyone to the meeting, in particular Jane Hamilton.

Apologies:

M Barton / G Thornton moved that the apologies be accepted. Carried.

Curriculum Focus: History Department

Jane Hamilton received questions about her written report on the History department.

- In 2009 there is just one Level 3 History class, but in some years a Level 2 or combination Level 1 and 2 class have been run. This year students opting for History at Level 1 were low, so students were either offered History by correspondence or Geography.
- There are 18 Level 3 students this year including 8 hostellers. The subject helps with structured writing skills and is useful for those students wanting to pursue studies in law, foreign affairs, etc. A good level of English at Level 2 is required for research and presentation skills.
- History is a demanding subject but the skills are very useful for degree level study. The content has been reduced in recent years in order to focus on skills and process.
- The trip to Vietnam was very successful in bringing the subject to life for the students, but there are challenges in running a trip like this, and cost is a major factor. The staff cost has been met partly from sabbatical funding in the past but in the future the students would need to cover this cost.
- Students aiming for excellence have found that they need 1.5 hours per unit in the external exam, but they have three standards that they can attempt in three hours. Excellence students are advised to approach the exam strategically by completing only two standards and not attempting the third if they are unlikely to finish it, as this would earn them a Not Achieved mark.

Jane was thanked and left the meeting.

Special Topic: Rutherford (Gifted and Talented Education)

Kris Logan was welcomed to the meeting to provide a follow up on the Rutherford programme review completed last year. A written report will be sent out later.

The Rutherford (GATE) policy has been written to meet the requirements for gifted and talented students in NAG1.

- It attempts to define giftedness using a broader context than just intellectual giftedness.
- It identifies levels of giftedness and strategies that may be used for each level. Most of the students in our Rutherford programme (around 20% of Year 7-10 students) would be classified as mildly to moderately gifted. There are probably no more than two or three highly gifted children a year.
- The methods of identifying gifted children have been broadened to include teachers, parents, formal testing, achievement and behavioural checklists.
- Will aim to keep better records of GATE student in order to track their progress and achievements both at school and post-school.
- Differentiation means that teachers identify, track and report on gifted students in their classes. Some students may display giftedness in some subjects but not others. Heads of departments will be encouraged to define what giftedness is in their subject and track relevant students.
- A management team has been established for Rutherford which is currently just two people (Kris plus the head of English) but will be broadened to include more curriculum areas over time.
- In-service training can be offered and strategies to help classroom teachers identified – particularly offering more open-ended activities for students that require higher level thinking.
- There is still some consultation to be done with the community, especially the Maori community, and this is planned to happen soon. General community liaison could be done through the Friends of MAC. Rutherford parents generally want to be more involved and informed.
- Kris is to go on a GATE course during the holidays and should be able to firm up the policy document after that.
- The Rutherford programme was ahead of its time and we tend to be a leader rather than being able to learn much from other schools. However the aim now is to broaden and deepen the provision for gifted children, not restrict it to the Rutherford programme and Years 7 to 10. New opportunities and initiatives are being considered all the time and this year, for example, a mentoring programme has been established for Merit and Excellence students in Year 12.
- The Rutherford time continues to be valuable to allow the gifted students to meet together and spark off each other, and it would be good to be able to cluster gifted students together in classes to allow this to happen more. This would not be streaming but ensuring that gifted students have others in their group and are not isolated. There are also creative ways of grouping students at Years 7 to 10 that are being looked at, taking up the opportunities created by the new curriculum.
- Kris will send out her written report electronically and would welcome feedback on it.

Strategic Goals: Use of Assessment Data

Kris remained in the meeting to discuss the reporting of assessment data. This was an area where ERO felt the Board should have a better reporting system. The aim is for the Board to be able to see trends in student progress, for example in literacy and numeracy, with an annual reporting process.

Kris showed the Board a typical asTTle test (Assessment for Teaching and Learning). Students are identified as basic / proficient / advanced at different levels of learning. If feeder schools use the tests then the data can follow the student, and currently we receive data from Wanaka Primary School and Hawea Flat School.

The college has identified progression levels for our students through Years 7 to 10 that are necessary to prepare them for NCEA. It is then easy to identify students that are at risk. AsTTle

testing can provide rich data on different groups of students (eg. Maori, boys, girls) as well as individuals.

The Board would like to see trends over time in (at least) literacy and numeracy, together with the staff's interpretation of the data and how the data has been used to inform and improve teaching. Data should be tracked using the MAC standards, and groups of particular interest are students at risk of not achieving, Maori students and gifted and talented students.

Reporting will be factored into the Board's annual timetable as a special topic. ERO want to see evidence that the Board is being kept informed of the results and that relevant action is being taken.

Principal's Report

Language Centre and Hostel reports were circulated with the agenda. The following items were raised in discussion:

- Generally a very positive report from the International Language Centre.
- Some concern has been raised by teaching staff regarding the impact of a large group of new short-term international students starting in July. This has been recognised as a concern and the marketing strategy this year is to try to increase numbers of longer-term students and those from countries where the academic year matches ours, so that the July intake can be reduced. Similarly a proposal for an evening programme might suit snowsport enthusiasts who want to just come for the winter term. Immediate strategies to reduce the impact are to put on an extra mathematics class and to offer double outdoor pursuit options.
- May need to sell the international programme to teachers by highlighting the direct benefits to them (eg. better resources).
- The hostel report was very positive.

G Thornton presented a verbal report with an updated of events since the last meeting:

- The outdoor pursuits tramp was very successful.
- The Year 8/9 girls' vaccinations for HPV are now two-thirds completed.
- The Teacher Only Day on 3 June was very productive, especially for junior school teachers where the new curriculum will offer the opportunity for a lot of change. It is a good opportunity to question the way in which the college delivers education and looking for better ways of doing things.
- A second Teacher Only Day is planned for early next term to build on this, and a group of representative teachers has been put together to look at new ideas and proposals and consider them against the values and principles in the new curriculum.
- The college has moved from using Microsoft Outlook to Google for email, which has provided some challenges but also has some very good features.
- Staff professional development in Maori is continuing. The senior boys are also working on a school haka, separate from the school song and more of a challenge-style haka. The boys are creating the concepts they would like to include and Jeromy van Riel will help them putting together the words and actions.
- Performance Management – Heads of department have gone through a 360deg appraisal process to help identify strengths and weaknesses. This has been debriefed with the heads of department and this proved to be a very valuable and collegial session. Heads of department appreciated the opportunity to discuss their role at a more strategic level. Pete Smalley has the role this year of supporting the heads of department in their development and the appraisal process has helped to identify areas to work on. The next step is for the heads of department to develop action plans and goals, and also start the PMS process with their staff.

- Property – The final application for funding of around \$77,000 for a carpark and disability ramp as part of the infrastructure work has been approved by the Ministry of Education. This was needed before the classroom block (Rooms 31 and 32) from Dunedin is relocated. The first step in this project is to re-orientate the former Polytechnic building (which has now been gifted to the college.)
- Opus are also to start a scoping exercise for a Performing Arts suite.

M Barton / A Black moved that the Principal's Report be accepted. Carried.

G Ruddenklau thanked G Thornton for his work as Acting Principal during W Bosley's absence.

Chairperson's Report

Board Function

Friday 3 July has been earmarked for a Board function, probably 6-6.30 at the Luggate Hotel, more information to come.

MAC Foundation

The Foundation trustees need to be re-appointed or changed on an annual basis. The Principal is an ex-officio trustee.

A Penniket / L Jolly moved that M Barton and G Ruddenklau be confirmed as Foundation trustees for a further year. Carried.

The other trustees will be contacted in order to confirm that they wish to remain on the Foundation board.

Sports Facilities

A submission was made to the Queenstown Lakes District Council on its Ten Year Plan with regard to the proposed delay in providing an indoor sports facility in Wanaka and the impact this would have on the college's gym, which is already heavily used.

Business Community Meeting

Around 12 people came to the community meeting on 4 June, and some positive ideas came out of this. The notes from the meeting will be circulated. The college has also received good publicity on Radio Wanaka as a result and the Wanaka Sun has also agreed to print a condensed version of the newsletter once a month. Central Lakes Trust has been approached to see if they would consider funding an initiatives co-ordinator and they were reasonably open to this idea.

Student Report

A Black reported that Youth Week had gone really well in spite of being somewhat last minute with the organisation. The seniors running activities for Year 7 and 8 students provided great opportunities for interaction between the older and younger students. The talent show was interesting in that most of the entries were from either hostel students or Year 7 and 8 students, and there was concern that the older local students were very reticent about taking risks and putting themselves forward. Student Council would like to run another similar event and try to get better participation. Year 9 to 11 events are also in the planning stage, for example, a mid-winter Christmas dinner for Year 11, a Burma trail for Year 9, etc.

A Black was thanked and was asked to pass on the Board's thanks to Student Council for their initiatives.

Whanau Report

No report.

Finance Report

The finance report for May 2009 was circulated with the agenda and the Finance Committee met on 15 June. The college is in a better financial position than this time last year and there is more awareness of the need to manage the budgets tightly.

M Barton / G Thornton moved that the Finance Report be adopted. Carried.

The management report from the auditors, which expressed concern over the 2008 deficit, will be scanned and circulated with the minutes.

Governance: Health and Safety Review

The audit committee reported that the health and safety audit is almost complete. They have used the ERO checklist to identify the issues required to be covered under NAG5, and have interviewed different members of staff as part of the audit. The report will be finalised shortly and sent out as a summary report with supporting detailed notes.

Other Business

Community Education

A Penniket reported that the situation with Community Education has changed now following the budget announcement of a cut in funding. The college currently receives around \$18,000 in funding which is used to pay the co-ordinator and to subsidise the cost of classes.

Traditionally the aims of community education included promotion of lifelong learning, meeting community needs and building community cohesion. More recently the Government had added the priority of adult literacy and numeracy. In Wanaka the main benefit would appear to be community cohesion, although there has been poor representation from men and people under 30 in the classes. A list of courses run in 2008 and numbers was circulated with the agenda.

There are other groups such as REAP and Sustainable Wanaka who offer local programmes and the college programme has worked alongside these rather than in competition.

The funding cuts mean that any courses offered from 2010 would need to be fully funded. The Ministry stance has also been that any redundancy cost would need to be met by Boards rather than the Ministry. There is currently a campaign to try to reverse the budget cuts so no drastic action would be taken at the moment, and the programme for 2009 will run as usual.

Community Education has been a service provided by the college and not a profit making venture. The college would continue to try to meet community needs as they arise but clearly the cost for courses would increase substantially without the funding.

Pandemic Planning

The latest information from the Ministry of Education was included with the agenda. College planning has been underway and parents have been kept up to date through the newsletter.

G Ruddenklau / D Cassaidy moved that the Board delegates authority to the Principal to close the college if required due to an outbreak of swine flu. Carried.

Regeneration Meeting

A Penniket reported that he attended this meeting recently and three groups of students were in attendance. One group was keen to work on a community garden and Sustainable Wanaka has a \$500 grant that could be used towards this and they would also donate compost. Need to agree a location and also identify someone with the responsibility to make it happen.

G Ruddenklau will follow up with the Foundation as to whether a portion of the land behind the Polytechnic building can be used.

Hirequip Golf Tournament

A letter has been sent to the Wanaka Golf Club requesting that the college be considered as a beneficiary from the golf tournament.

Wanakafest

D Cassaidy reported that the Wanakafest Committee has approached the college to run a “climbathon” activity at Basecamp during Wanakafest. They need a confirmation soon in order to include in the publicity. The concept was supported.

University Holidays

M Barton suggested that as many former students will be back in Wanaka during the university holidays it may be opportune to invite them back to talk to the current Year 13's about university life. G Thornton to follow up with the Year 13 dean and Careers Advisor. It may be good to invite them to the lecture by Steve Hall during leadership week and follow up with an afternoon tea,

Next Meeting Agenda:

- Curriculum: Geography (John Turnbull)
- Strategic Goal: Science Department progress report
- Special topics:
 - 2008 Annual Report
 - Outdoor Pursuits – follow up
 - Careers / Guidance – written report

Minutes of the Previous Meeting (12 May 2009)

A Black / G Thornton moved that the minutes are an accurate record of the previous meeting. Carried.

Matters Arising

1. Van sponsorship by Infinity is yet to be followed up.

2. *G Ruddenklau moved that the meeting move into committee in order to discuss a contractual issue for which privacy is required. Carried.*

G Thornton / M Barton moved that the meeting move out of committee. Carried.

Correspondence

As circulated. The following items were discussed:

1. Letter from DTZ regarding the school house at 24 Kowhai Drive which has been vacant for over six months, asking if the Board would like to declare the house surplus to requirements. If the house is sold the college would receive 50% of the proceeds. These could be used to offer different incentives to new staff moving to the area. It was agreed that an informal valuation would be obtained before any decisions were made.
2. Otago Polytechnic has gifted ownership of its classrooms to the college. The Foundation is now to negotiate a new lease arrangement on the Language Centre building which would be directly between the Polytechnic and the Foundation. Otago Polytechnic have the assurance of a lease to the end of 2010 and each year use would be renegotiated before the end of March for the following year.

Dates of Next Meetings:

Board function	Friday, 3 July (time and venue to be confirmed)
Next BoT meeting	6.00pm, Tuesday 28 July 2009

Meeting finished at 9.00pm.

Signed as a true copy of the minutes:

Chairperson

Date

Action Plan:

What	Who
Van sponsorship follow up with Infinity	Wayne
Contact Foundation trustees regarding re-appointment	Grant
Circulate notes from Community Liaison meeting	Wayne
Circulate auditor's report	Helen
Check with Foundation re using land behind Poly as a garden	Grant
Follow up re inviting former students to meet with Year 13's	Greg
Get valuation on Kowhai Drive	Helen



REPORTING FORMAT

Department:History
HOD:Jane Hamilton
Date:9 June 2009

1. Departmental Overview

- Number of staff whom you are *responsible* and their areas of responsibility.
ONE
- Number of students and number of classes at each level
18 Level 3
- How are you using your Assistant HOD? (if applicable)

2. Curriculum Delivery

- How do you know that there is a progression of skills within programmes from Years 7-13 (or the relevant year)?

Many of my class have no background of History so the course is designed to build on their English skills and gradually enhance History Skills. Each essay is handed back to individuals with praise for what is working and advice for the next step. Resource analysis is taught to the group and given back to the group with group advice at first and then to individuals.

- During this year, what strategies are you implementing in your department to promote improved learning outcomes?

We are reducing content to enhance process. Students aim for 9 internal credits and then 10 of the 15 external credits. Experience has shown the students need more than an hour to achieve to excellence.

Video seminar poster are just some of the variety of learning used over the year. Term one is independent research and presentation of that for 9 internal credits.

- What examples of differentiated learning are obvious in the department?

All the students work at their own pace and when time allows students can look into an area of content not being covered in class but using the methods shown.

3. Assessment

- How do you use assessment information to enhance or improve the learning of individual students or groups of students?

Prior results are looked at and then each piece of work is marked with an eye on how to improve the next piece,

4. Student Achievement

- What provisions do you make within your department for identified groups of students?

Students who are not or who are at risk of not achieving

Students with special needs (very able and limited ability)

Maori students

Students can attend the tutorial Thursday 3.30-4.30. Tends to be taken up if an essay due or later in year but available from start. Scholarship candidates receive Otago Net tuition and one is talking about using the Thursday Tutorial when time allows.

5. Evaluation Statement

- What do you see as the strengths of your department?

Smallness but would love to be back to the 2 classes in 2010. Laura Williamson in the wings and hopefully taking Level 3 History next year. Close working relationship with Wakatipu High. The 2 visits to Vietnam brought History alive and there is a possible trip going in 2010.

- Are there aspects of your curriculum area where improved resourcing could result in improved learning outcomes?

Yes. With senior students now used to frequent use of technology and bigger desks it has been very hard teaching Year 13 History in a Year 8 Home room. The teacher has welcomed us with poster space but it hasn't been easy. I go to another room one period a week because although it is a home room it does have a data projector so watching the videos is much enhanced.

6. Strategic Issues (Discussion points for the BOT meeting to be identified with the Principal)

- Are there any strategic issues that need to be signposted now for future consideration? (one or two at most)

It would make a big difference if I could teach in a room more suitable to seniors and not need to change each year.