

Minutes of Mount Aspiring College Board of Trustees Meeting held on 12 May 2009 at 6.00pm

Present: M Barton, A Black, W Bosley, D Cassaidy, L Jolly, A Penniket,
G Ruddenklau (Chair), D Schikker
Apologies: None
In Attendance: D Bosley, H Hammond (Secretary), G Thornton

Welcome

G Ruddenklau welcomed everyone to the meeting, in particular Dawn Bosley.

Apologies:

None

Curriculum Focus: Social Studies Department

Dawn Bosley received questions about her written report on the Social Studies department.

- Social Studies teachers are working closely with the English department in Years 9 and 10 to ensure that skills required in Social Studies (such as essay writing) are taught in English. In Years 7-8 it is easy to coordinate as the same teacher teaches both subjects, and there is one Year 9 Humanities class which integrates English and Social Studies on a more thematic basis. Where English and Social Studies are taught by two different teachers they now liaise on the timing of topics.
- Geographic resources were discussed. The department is aware of the value of using international students and/or migrants from different countries as a resource, and will try to do this more in future.
- There is no Assistant Head of Department in Social Studies, as this subject is only taught at Years 7-10 so it is not needed.
- Students are encouraged to continue into Geography and History at Year 11, but it can be difficult to fit in both options as there are only two choices at Level 1. However students can pick up History again at Level 2. It is helpful to have Geography, History and Economics teachers also teaching Social Studies at Year 10, as this provides continuity. Social Studies can be taken as a subject up to Year 13 but the curriculum is not particularly focussed or interesting.
- The revised curriculum provides an opportunity to look at the subject in different ways, for example, the alignment with Economics which is offered as an option in Year 10. The option involves an enterprise module which could be included as part of Social Studies under the new curriculum, and would make this module compulsory for all students.
- The achievement objectives in the revised curriculum are provided for guidance only, although all of the subject strands must be covered. This gives the opportunity to write or develop our own achievement objectives. This means that current topics can be retained if desired but may need to be altered to fit the framework and aims of the new curriculum. The changes can occur over a period of time.
- It would be helpful to have data projectors in all the classrooms, as the resources available now on the internet are invaluable.
- A topic on local Maori history and place names would be interesting, as this history is not well known even in the local area.

Dawn was thanked and left the meeting.

Special Topic: Pastoral Network

A report on the pastoral network had been circulated with the agenda, and G Thornton responded to questions.

- The mentoring programme for students aiming for Merit and Excellence certificates was a good innovation this year. In Year 12 each student who wished for a mentor has been allocated one and there is a commitment to meet once a week. In Year 11 the dean has gone through the students' programmes with them and targeted the standards in which to aim for Merit and Excellence.
- The whanau system is still evolving. There was some change in whanau teachers this year to replace those who were less committed to the system (they have taken on extra duty). Whanau is still largely teacher driven and has more of a focus on administration than on quality support time. In future it is anticipated that the teacher would remain an integral part of the group but that leadership is very much student driven. Student leaders do not necessarily have to be seniors as quite often younger students have good leadership skills.
- The whanau group can also be a forum for mentoring, whether by the teacher or by an older student. To support this the whanau teacher role should be viewed by students as supportive rather than authoritarian, although they do need to be kept up to date with any issues, positive or negative, that affect their students. It would be good for the whanau teacher to have the time to meet each student individually, to get to know them better. This can be facilitated by using student leaders.
- It would be good to be able to provide whanau teachers with more support and guidance in their roles.
- A whanau social event would be a good opportunity for parents to get to know the teacher and the other students and families.
- The house system still provides a focus for various activities and competitions throughout the year. The aim is for the student leaders to take over more of the organisation of house events with help from G Thornton.
- The deans can be seen by students to have a rather negative role and it has been good to involve them in positive activities such as the quad tournament.

Strategic Goals: Technology and teaching

An update on the use of technology from Denise Bruns was included in the Principal's Report. Denise, in her role as Specialist Classroom Teacher, is currently supporting individual teachers with their technology requirements. In the second part of the year, when her timetable is lighter, she will have more emphasis on introducing new technological innovations such as public domain software and working towards a wireless campus. A technology plan for the next two to three years is currently being developed and this is based very much on the opportunities and flexibility which will be opened up by the wireless network. The aim is still to have a data projector in each classroom and this will happen as funding becomes available.

Principal's Report

The Principal's report was circulated with the agenda. The following items were raised in discussion:

New curriculum

- Planning for the revised curriculum is well underway and a draft framework document has been developed which is the MAC interpretation of the curriculum document framework.

When staff begin making decisions on learning content, this will be the base document or guide, for example on values, principles and key competencies. Board feedback is invited on the document, as to whether this is a true reflection of the college.

- Community consultation will also be undertaken so that this document can form the opening part of the Charter. The Friends of the School may be used to help, and also should include the feeder schools and tertiary institutions.
- The Charter and Strategic Plan updates need to be finished by the third term.

Science Department

- A positive report has been received from the Science Department. The teachers and acting head of department are working well together as a team.
- The inability to provide time in the science laboratories for Year 7 and 8 classes is a reflection on our current intensive use of specialist classroom space. Whilst it would be an ideal to provide lab space for Year 7 and 8 classes, it is not usual for intermediate schools to have specialist science laboratories.

Marketing trip to Chile and Brazil

- This was a very positive trip and the agents met were very receptive regarding the college, Wanaka and the homestay environment. South American students will tend to opt for a city environment first so it is important to push the idea that there are more opportunities for the students to get involved in various activities in a smaller community.
- W Bosley met up with two ex-students in Brazil who are now both studying engineering at university and doing very well. They are extremely positive about their experience here and it would be good to use them in our internet marketing.
- Chileans are very hungry for knowledge and particularly keen to learn English, especially at post-graduate level.
- The value of visiting in person was high and much appreciated.
- It will be worth looking at working together more with Lake Wanaka Tourism, as promoting the whole area is very important when selling the college.

G Thornton also reported on the ANZA conference in Auckland that he and Claire Easterbrook attended during the Easter holidays. This was a good opportunity to meet a lot of different agents from a range of countries. There were several unexpected options that came up, such as the possibility of a Nepalese school coming to Wanaka for English combined with trekking. Contacts are being followed up by Claire.

Chairperson's Report

Otago Polytechnic

G Ruddenklau and D Crawford have met with the Chief Financial Officer from Otago Polytechnic regarding the Polytechnic building on our site. They are prepared to hand the building over to the college on a "no cash" basis, although they may expect some quid pro quo. The board of trustees would own the building and would pay for the cost of rotating it to make way for access to the new areas of the school. It was agreed that Otago Polytechnic could stay in the Language Centre building to the end of 2010 at the least, and continued use would be negotiated in February each year for the following year. The MAC Foundation will negotiate a market rent with them and the Polytechnic will pay the Foundation directly for this. The aim is for the arrangement with the Foundation to be formalised by the end of May.

The cost of rotating the Polytechnic building and getting the relocatable buildings from Dunedin has come in about \$50K over budget, and it is hoped that the extra funding can come from the infrastructure funding.

Business community meeting

G Ruddenklau is seeking interest from business people in forming partnerships with the college and to date two businesses have expressed interest. The next step will be to shoulder tap, so any ideas for suitable people should be emailed to Grant.

Fundraiser

The aim is to raise a reasonably substantial amount through a single event in the Spring such as a golf tournament that involves as many outside people as possible, followed by an auction of donated holiday home days.

Literacy and Numeracy

Following an ERO suggestion it was proposed to include Literacy and Numeracy reporting into the Board curriculum agenda once a year. This would start the process of building up data and being able to identify trends.

Board Function

Grant would look for some suitable dates in Term 2 and a function can be planned around this.

Student Report

Cluster meeting

A Black reported that he and Peyton Sweeney had attended a meeting of student leaders at Dunstan High School, which also included students from Cromwell College and Wakatipu High School. They compared the structure of student life at each school and it was interesting to see the different structures and what was focussed on. Dunstan in particular had a lot of student committees, including an Arts committee and a Sports committee that organised different events. There was also a discussion about various problems within the student body, although there was not much time to discuss these in depth. None of the school had any real answers to the issues raised, and in spite of Student Council spending a lot of time identifying issues and discussing them, it is very difficult to come up with actions and solutions.

Each of the other schools will be hosting future meetings, with the next one at Wakatipu in week 10 of term. There may also be the opportunity to use video-conferencing and google groups to provide more time for communication.

School Events

- Student Council this year have delegated two members to go to each year group and help to organise activities, such as a Year 7/8 disco.
- Stage Challenge was a great experience for the students involved.

Whanau Report

W Bosley has contacted Paul Tamati about acting as a mentor and liaison person, and Tania Phillips may also be available for this role. It will be important to address whanau issues in the strategic planning process.

Finance Report

The minutes of the Finance Committee were circulated with the agenda.

M Barton, W Bosley and H Hammond have met with the auditor regarding the 2008 deficit, although some amendments have since been made to the 2008 Financial Report and Accounts which have improved the situation. However the auditor was concerned that the 2009 budget also predicted a deficit and made some recommendations on how to rectify this situation.

It has been decided that a chairperson's report will be included in the 2008 Financial Report which explains some of the reasons for the 2008 deficit.

The budget for 2009 has been reworked to provide a more positive cashflow.

G Ruddenklau moved that the reworked budget should be adopted for the 2009 year. Carried.

W Bosley will follow up with Infinity regarding van sponsorship, now that the costings for this are available.

Regular monthly meeting times would be set in place for the Finance Committee following the finalisation of each month's figures.

Governance: Health and Safety Review

The audit committee is making good progress with this review.

Next Meeting Agenda:

- Curriculum: History
- Strategic Goal: Assessment Data
- Special topics: Careers / Guidance / Rutherford / ACE

Minutes of the Previous Meeting (25 February 2009)

D Schikker/L Jolly moved that the minutes are an accurate record of the previous meeting. Carried.

Matters Arising

- Good progress has been made on the earthworks for the new primary school.
- Road safety is an issue in Plantation Road at the start and end of school, and this will be followed up with Simon Nyhof.
- G Ruddenklau has replied to About Cleaning on behalf of the Board regarding the cleaning contract process, but a further letter has now been received. G Ruddenklau will meet with them in person and will report back at the next meeting.

Correspondence

As circulated.

Dates of Next Meetings:

Next BoT meeting 6.00pm, Tuesday 16 June 2009

Meeting finished at 8.35pm.

Signed as a true copy of the minutes:

Chairperson

Date

Action Plan:

What	Who
Feedback to W Bosley on the draft NZ Curriculum MAC document	All
Ideas to G Ruddenklau on business people to shoulder tap	All
Possible dates for Board Function	Grant
Van sponsorship follow up with Infinity	Wayne
Road safety issue to follow up with S Nyhof	Wayne
Meeting with About Cleaning	Grant



Department: *Social Studies*

HOD: *Dawn Bosley*

Date: *May 7 2009*

1. Departmental Overview

- Number of staff whom you are responsible and their areas of responsibility.
 - *Year 7 - Katie Allen, Clare Scurr, Johanna Vermuelen, Dawn Bosley*
 - *Year 8 – Jane Watson-Taylor, Lesley Faulks, Hamish Crosbie*
 - *Year 9 – Jane Hamilton, John Turnbull, Kristine Logan, Wayne Bosley*
 - *Year 10 – John Turnbull, Johanna Vermuelen, Karen Rochford, Dawn Bosley*
- Number of students at each level
 - *Year 7 – 107 students*
 - *Year 8 – 70*
 - *Year 9 – 106*
 - *Year 8 - 84*
- How are you using your Assistant HOD? (if applicable)
 - *There is no assistant HOD in Social Studies and in a way I think this is to our advantage. It means that everyone feels the need to be involved with creating of new units, assessing etc and it isn't left to those with responsibility for the curriculum area.*

2. Curriculum Delivery

- How do you know that there is a progression of skills within programmes from Years 7-10?
 - *As a department we discussed this question and decided that we use the following methods: - we use resources that become more complex the higher up the school we go.*
 - *the tasks that are set and used as assessments are more difficult and require higher levels of thinking as the years progress.*
 - *the topics studied are more complex and require more prior knowledge by year 10 than at lower levels.*
 - *curriculum delivery and the expectations of what a student will do for themselves becomes more difficult with each year.*
- During this year, what strategies are you implementing in your department to promote improved learning outcomes?
 - *Continuing team marking and planning to ensure consistency in expectation and achievement.*
 - *Building on our exemplars and adding to our combined resources that are held on the K: Drive.*
 - *Members of staff new to the department are being mentored during the planning and marking phases especially, but also during the teaching if required.*
 - *Using and consolidating the use of thinking maps*

- *E learning (one of our goals for each year group is to have a “paperless” assignment) and use of the internet.*
- *Improving student knowledge of the World and New Zealand through the use of weekly current event quizzes and the use of the Newspapers in Education monthly publications.*
- *To improve geographical skills using resources we have within the school*
- **What examples of differentiated learning are obvious in the department?**
We have developed a large data base of fully differentiated units that provide a lot of choice for staff and students. These are works in progress and are constantly being updated and altered. This huge resource is housed on the K: Drive and is a great starting point for staff when planning.

3. Assessment

- **How do you use assessment information to enhance or improve the learning of individual students or groups of students?**
 - *We provide a range of assessment opportunities for students so that they can demonstrate their achievement. Work is triangulated with assessment tasks, work done in units and informal observation done during units.*
 - *Teachers are required to use their end of unit assessment to analyse their next steps for student learning. Assessment does not stop at the end of the unit it is used throughout the year. It is an ongoing process both formally and informally to gain insight into students progress so that it shapes future work and teaching.*
 - *The new document fits really well with what we are already practicing in the SS Dept. We are committed to the Inquiry cycle for our own teaching and staff has spent a lot of time learning about different methods of establishing prior learning and selecting activities from our database and elsewhere, to move students forward. Ongoing informal and formal assessment is used to identify next steps.*

4. Student Achievement

- **What provisions do you make within your department for identified groups of students?**
 - *This is a requirement across all classes in the school and the Social Studies Dept uses the same methods as all others.*
 - *A huge amount of time has been spent differentiating units for the gifted, those with learning needs and those in between.*
 - *Scaffolding of essays and difficult tasks to help those who need help is used.*
 - *A data base of students that have been identified with special needs is disseminated each year explaining the students’ needs and methods of best practice for their individual needs.*
 - *The Dept is about to start working on a subject definition of what a gifted student “looks like” in Social Science so that staff has a clear idea of what they are looking for. This will complement our school wide data collection process.*
 - *Maori students - Staff is encouraged to begin to use Maori greetings to build on Pam’s in-service work. Over the last couple of years the department has added more units that relate to New Zealand and its history. At present we are developing a new differentiated unit that incorporates looking at traditional Maori life, values and beliefs.*

- *At mid year we provide a curriculum report to senior staff that looks at individual needs and how we are helping identified students to reach their potential. However, for the department it is more valuable as a time when we look for trends across year groups and also the student body as a whole. This helps us to set our foci for the next 12 month period.*

5. Evaluation Statement

- What do you see as the strengths of your department?
 - *The teachers! They have embraced the ideas of differentiation and have led the way in this. There is a strong sense of collegiality within the dept. Members of the department are quick to share new resources and to add them to the K:Drive so all can benefit. Teachers teaching the same topics at the same time, will often discuss a lesson that went well etc. We also regularly plan and mark together.*
 - *The fact that the majority of the teachers are primary trained is also an advantage. Primary teachers are used to finding resources that are going to cater to their students' needs rather than relying on the rigidity of a set text.*
 - *The topics covered are interesting and have substance. A variety of methods are used to teach material so different learning styles are catered for.*
- Are there aspects of your curriculum area where improved resourcing could result in improved learning outcomes?
 - *Every teacher with a data projector is very grateful. In time it would be great to have one in each room used for Social Studies. They help to open the world to our students in ways that before their invention were just not possible.*
 - *Our subject is one where the purchasing lot of resources isn't a financially wise decision as much of the information contained is quickly out of date. For this reason we rely heavily on the internet for information gathering. Having easier access to computers would be advantageous.*

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)
 - *Our main issue for the next year or so will be to make sure we develop all works with the revised curriculum in mind. We have started this process but it is very much still a work in progress.*

DEANS/PASTORAL NETWORK

Overview

The pastoral support offered for students at Mount Aspiring College is very strong with URSpace, Deans and whanau teachers working together to cater for the needs of the students.

We meet regularly to share student needs and ensure consistency across the team.

UR SPACE

Charlotte Lucas, Marcus Bate and Karyn Munro.

We have developed greater role clarification in the team, using a shared leadership model:

- Career teaching and pathways. Charlotte is the co-ordinator for careers information for the school. Including interviewing senior students, the careers teaching programme and career information dissemination.
- Workplace and school integration. Marcus is responsible for the gateway and work experience programmes, integrating school and career paths for students. He also has a teaching role for careers and with programmes which assist students with learning difficulties.
- Guidance/hou ora. Karyn takes an overall view of the student and their hou ora. She will liaise with careers, deans, staff, parents and community when appropriate.

The team meets weekly to touch base on students and developments in their areas

DEANS

The year has started very well for all levels, with engaged and motivated students. The Deans staff are Joss Walker (Year 13), Heather Watt (Year 12), Simon Nyhoff (Year 11), Hamish Crosbie (Year 10), Katie Allen (Year 9), Jane Watson-Taylor (Year 8) and Johanna Vermeulen (Year 7).

In the senior school there were initial difficulties with option choices and the resulting timetable clashes. We have looked into the causes for this and are taking steps to avoid such disruption again. These include:

- Involving URSPACE (esp careers) in decision making process for all levels
- Questioning the senior timetable, including some compulsory courses
- Re-visiting the nature of the junior timetable

Every year there is an incredible programme available to students outside of the classroom and this year is no exception. All of these trips or events have been very worthwhile for students, but we recognise the impact that this has on classroom teaching. We maintain a careful balance between the benefit for students and the disruption this has on their learning and the learning of the students which are in class.

Academic support. Many students have opted into Merit and Excellence programmes, run by their deans. This is designed to support the students who aim to achieve a Merit or Excellence certificate in NCEA. Among other things this involves providing mentors for students and helping them plan for their results.

An average student in year 11 has the opportunity to get between 145 and 155 credits. 50 of these credits need to be at a Merit or Excellence level in order to gain the certificate.

There has been a continued enrolment of new and returning students in all levels. Many are here because of the school and Wanaka's reputation. We have had some students come in because of our culture and its perceived ability to get the best out of a student. The deans are reporting great success with these students.

There has been a re-vamp of the referral system which has encouraged teachers to take a greater ownership of classroom management. This has meant that students are now referred to the deans for more serious infringements which is enabling deans the time to positively support students across their year level.

WHANAU SYSTEM

This system is seen as key in integrating the junior and senior school, particularly in the absence of a peer support programme.

Most teachers are very effective as whanau teachers, getting to know their students well and putting time and effort into supporting them. It can be a difficult role but has the potential to maximise student potential through mentoring and leadership opportunities. All whanau teachers are positive about the system and the opportunity to get to know students across the school. Due the extra commitment of a whanau class, those that do not have a class do an extra duty during the week.

Student whanau leaders have started meeting weekly to discuss what they can do for their whanau in terms of team building, activities and support.

This system is still embedding itself into the culture of the school, but I will continue to work with the whanau leaders as they are key in making the most of the whanau. Within time this will result in increasingly meaningful connections established between peers and teaching staff.

HOUSE SYSTEM

We had a quiet term 1 for house competitions, but the spirit was very strong in the fair weather events.

I meet regularly with the house leaders to organise house competition and talk about options to encourage house spirit. We already have several events planned for this term.

HIGHLIGHTS

Some highlights from the pastoral team this year:

- A successful summer quad where the deans were able to spend time with some of their students outside of the classroom.
- A very successful formal which was driven by the students, but gave us many opportunities to develop their leadership
- Student leadership day at the end of Term 1
- Two weddings to celebrate. Johanna Vermeulen (nee Gordon) and Katie Allen
- Mufti days. Particularly the Australian themed day which raised \$1800 to support Anna Shaw's primary school which was badly affected by the bush fires

**Principal's Report to the BOT
Friday May 7, 2009**

Kia Ora

What has happened lately?

- Youth Careers Expo at LWC with Kahu Youth very successful
- The formal was a fantastic night with the new venue proving successful but with some limitations. The student exec have fully debriefed the evening but I am not in a position to convey their recommendations as yet
- The 'After Party' went well on the night thanks to a great deal of assistance from the community. This was a tough time for the college and we have looked to improve guidance and at a later stage look at the bigger picture of our students' appreciation/knowledge of certain issues. I would like to thank the board for their support and guidance during this period.
- The Festival of Colour came to the college as well as Wanaka with workshops in Music, Social Studies and Economics. Many students and staff also attended various productions, although none as colourfully as our board chair.
- 55 Year 13 students went to Dunedin on the Careers trip. They visited the university, polytechnic and some hostels. Staff reported an excellent attitude and level of behaviour from the students.
- The Stage Challenge was extremely successful. 95 students represented the college with pride and performed well on the night.
- We have continued to enjoy outstanding success in various sporting codes (especially Multi Sports events) since the last meeting
- The OP tramp leaves next Wednesday. This will mean the senior programme is greatly effected but is always a wonderful experience.

Annual Goals: (HOD meetings have included discussions on how departments will cope with the college goals. Individual staff will be asked via the Performance Management process)

Science Department Action Plan:

**Science Action Plan to improve student engagement 2009
Progress report**

1. Work has continued on the Year 9 and 10 teaching programmes, with comprehensive lesson-by-lesson schemes of work produced that all teachers are teaching to. These have a variety of tasks imbedded in them in a logical sequence, trying to incorporate best practise teaching and learning techniques. The greatest impediment to teaching content in sequence is the lack of laboratories. Two science laboratories with water and gas are woefully inadequate for the number of science classes in this school. It is almost impossible to give Y7 and 8 classes time in a laboratory.

2. Y7 -10 teachers have identified areas of unnecessary repetition of content between year levels, that inevitably leads to boredom and lack of engagement in the Y9 and 10 science. A simple and easy to follow grid of Learning Outcomes (aligned to the Achievement Objectives in the Revised NZ Curriculum document) has been produced for use by teachers in writing their teaching programmes. This document should be much more accessible than the previously complicated scheme of work that had been worked on in 2007 and 2008.
3. Anecdotally, there seems to be a greater degree of collegiality and sharing of experience and resources within the science department this year. With fewer part-time science staff, specialist science teachers not having time away from their classes as helpers for Outdoor Pursuits excursions, students should benefit from a predictable and consistent learning environment.
4. Resources have been bought that will benefit teaching and learning. Complete sets of take home texts are now available to both levels of Physics and Chemistry. Consumables such as glassware is being replaced as it broken meaning students will have equipment that they will value and will work properly.

Lincoln Bruce (HOD SCI)

Use of Assessment Data:

External Assessment analysis is currently being considered by the Senior Staff. I (along with Vicki) will furnish a summary report for the next meeting.

Use of Technology:

1. **Fibre Proof of Concept Trial.** The fibre optic cable has now been laid to MAC. One server has been successfully shifted to Dunedin. The webpages and identity management software are now running for this server in Dunedin. The next step is to change our email system to Gmail. This is planned to happen on 15 May. Teachers will be given the choice of having the Outlook Interface (and therefore will see no difference to services) or use the Gmail interface. This will mean that our emails will be stored virtually ie "in the cloud". We are in the process at the moment of setting up the MAC Calendars and booking system for computer rooms, equipment etc. This will be setup and stored in Gmail.

2. **Specialist Classroom Teacher.** Because my timetable for the first half of 2009 is quite full (I have 5 classes) it was agreed by Senior Management that there was no other way to get a teacher for these classes and it was agreed that I would not do as much towards the SCT. I am still spending time with staff as they approach me for ideas on how they can use technology to enhance or change their lessons and also for

technical help.

3. **DTG and NZACDTT.** As a pilot school for the Digital Technology Group (DTG) I am creating and altering the existing computer course work to fit into the new Digital Technology Guidelines. This course work will be used as exemplars for 'Computing'. As a member of the NZACDTT (the first NZ Computer subject association) I am working on developing the DTG to create a Computing curriculum.

Denise Bruns (SCT)

Revised NZ Curriculum:

Our Curriculum Support Day on June 2 will concentrate on subject specific discussion and research. We will look at Year 7-10 programmes only and some staff may travel to Dunedin for in-service support also.

This is the document that will be tabled at the full staff meeting as a draft on where we are at.

MOUNT ASPIRING COLLEGE – Draft

Purpose

Mt Aspiring College and its school community work together in an innovative and dynamic learning partnership.

The college harnesses its extensive resources, in particular its unique location, in order to create stimulating and supported opportunities for student achievement

The college ensures that all students will be educated in a way that respects their dignity, rights and individuality.

The college encourages them to take responsibility themselves to achieve personal standards of excellence and to reach their full potential in all aspects of learning.

Our intention is to achieve success in all aspects of education and to enjoy both the journey and outcome by living and breathing the college motto "enjoy success."

Vision

Mount Aspiring College students will be active participants in their world, inspired to become valued citizens and enthusiastic learners for life.

Principles

The curriculum at Mt Aspiring College as it is developed and implemented will be underpinned by and consistent with the principles set out in The New Zealand Curriculum. Teaching and learning programmes must give effect to these principles.

High Expectations

At Mt Aspiring College:

- Students are encouraged to accept self and collective responsibility for learning.
- Standards of personal excellence are set which are designed to measure achievement, to extend each student and to widen their appreciation of the boundaries of their capabilities.
- Students will develop the knowledge, understanding and skills needs by New Zealanders to compete successfully in the modern,

ever-changing world.

- Students will experience a broad education with a high level of competence in basic literacy and numeracy and across all learning areas.
- Students will gain access to nationally and internationally recognised qualifications to encourage a high level of participation in post-school education in New Zealand.

Treaty of Waitangi

At Mt Aspiring College:

- Increased participation and success by Maori is encouraged by providing instruction in Tikanga Maori (Maori Culture) and Te Reo Maori (Maori language) consistent with the principles of the Treaty of Waitangi for all students in years 7-9. Instruction is offered as part of the option structure in years 10 – 13 either on taught classes or as a correspondence course with support from staff.
- Policies and practices for the college are developed to reflect New Zealand cultural diversity and the unique position of the Maori culture by using the “Te Hononga” document.
- Consultation between the Board of Trustees Maori representative and whanau group takes place when developing school policies.

Cultural Diversity

At Mt Aspiring College

- There will be respect for the diverse and ethnic cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand’s role in the Pacific, and as a member of the international community of nations.
- International students enrolled in the college will enhance the cultural diversity of the school.

Inclusion

At Mt Aspiring College

- Students will realise their full potential as individuals, and will develop the values needed to become well-rounded citizens of New Zealand’s society.
- All students will have their abilities and talents recognised and affirmed.
- All students learning needs will be addressed with special programmes developed for students with special needs and for students involved in extension across a range of learning areas.

Learning to learn

At Mt Aspiring College

- Learning initiatives are developed with a focus on students learning how to learn and reflecting on their own learning.
- Initiatives are implemented and monitored with a focus on student achievement.

Community Engagement

At Mt Aspiring College

- Information about the school and student involvement in activities is communicated weekly in the school newsletter.
- Community involvement and feedback is encouraged in all aspects of school life.
- Parents are encouraged to make contact with staff about their

students through parent teacher conferences and communication with deans.

- Consultation with parents by the Board of Trustees is encouraged.
- “Friends of the College” help to improve the communication between home and school.

Coherence

At Mt Aspiring College

- Students will be involved in a broad range of courses across all learning areas in years 7 to 9.
- Students will be offered a broad range of choices in the option structure in years 10 to 13 across all subject areas.
- The pathways that the students choose will be the result of consultation between students, parents, teachers and the careers department and will focus on the requirements for future learning beyond Mt Aspiring College.

Sustainability

At Mt Aspiring College

- New courses will be developed and existing course modified to explore sustainability as a major focus of not just the school but the wider community.
- Sustainable practices will be considered within campus development

Future Focus

At Mt Aspiring College

- Enterprise programmes will be taught as part of Social Studies, Junior Economics and in Year 13 Enterprise. These programmes explore what it is to be innovative and entrepreneurial.
- Citizenship and what it means to students in the school and in the wider community will be developed in classes and whanau.
- Globalisation – the concept of New Zealand’s place in the world and the growing interconnectedness of the world - needs to be a part of student learning in a variety of contexts.

Values and Expectations

Students and staff at Mt Aspiring College are guided in their behaviour by the following values and related expectations which are designed to reflect our unique culture and to reinforce our school purpose: “Enjoy Success”. Values should be an integral part of any teaching and learning programme.

Our Values are:	Our expectations is that:
Excellence	Staff will set standards of excellence designed to measure achievement, to extend each student and to widen the student’s appreciation of their own boundaries. Students will strive for the best they can achieve.
Innovation	Mt Aspiring College will continue to innovate where appropriate to maintain our unique culture and values. Students demonstrate enquiry and curiosity in their approach to learning.
Diversity	The school community recognises, supports and acknowledges the different cultures, languages and heritages that make up New Zealand society.

Respect for staff	All students accept responsibility for their own learning and demonstrate an increasing level of self responsibility as they progress through the college.
Respect for others	No student or group of students has the right to disrupt the learning of any other student. Staff will not allow their class to disrupt other students eg by releasing classes before the bell or using the quad as a teaching space. Students will address others appropriately. They will not address staff by their first names unless they have been invited to do so, and will not refer to staff by their first name in a public situation.
Respect for property	We take care to avoid loss or damage to college equipment, buildings and grounds, or to the property of other students, staff or visitors. We will use all college equipment safely and appropriately.
Equity	We display fairness and justice in all our interactions We do not tolerate any put-downs, offensive behaviour, or offensive or derogatory language.
Care for the environment	We take pride in our college grounds and buildings by keeping the college clean, tidy and litter-free. All staff and students endeavour to follow principles of sustainability
Integrity	We apply the principles of honesty, responsibility and accountability to all our actions

Key Competencies

Key Competencies are the capabilities people need in order to live, learn, work and contribute as active members of their communities.

We must develop a whole school culture where key competencies are talked about and modelled, encouraged and practised.

The competencies should be incorporated into teaching and learning plans and some will be profiled more than others depending on the skills being utilised and the context of learning.

There will need to be some kind of feedback as to how well the relevant Key Competency has been developed and practised by each student. This could include teacher observation of and feedback to, students. It may also include reflection from teachers and students as to progress on the relevant key competency.

Key Competency	Description in a learner
Managing Self	<p>Risking:</p> <ul style="list-style-type: none"> • Giving it a go • Exposing yourself to uncertain outcomes <p>Goals:</p> <ul style="list-style-type: none"> • Establishing personal goals and strategies to achieve. • Aiming high <p>Initiative:</p> <ul style="list-style-type: none"> • Self starting, self motivation • Being primed and ready to go.

	<p>Reflecting:</p> <ul style="list-style-type: none"> • Learning from experience. • Shifting focus. • Self assessing.
Relating to Others	<p>Giving:</p> <ul style="list-style-type: none"> • Time, energy, support, care and ideas <p>Taking:</p> <ul style="list-style-type: none"> • To be able to accept all of the above and put yourself second at times. <p>Active listening:</p> <ul style="list-style-type: none"> • Showing interest in others and the conversation. • Negotiating with others <p>Respect:</p> <ul style="list-style-type: none"> • Accepting others without judging. • Showing courtesy • Developing empathy
Thinking	<p>Processing:</p> <ul style="list-style-type: none"> • Planning, doing, reviewing and applying. <p>Creativity:</p> <ul style="list-style-type: none"> • Looking outside the square. <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Intellectual curiosity. • Finding out for yourself. • Using inquiry and research skills. <p>Problem Solving:</p> <ul style="list-style-type: none"> • Being presented with a challenge and actively seeking a solution. <p>Independent Thinking:</p> <ul style="list-style-type: none"> • Produce independent ideas to contribute to a solution and to group ideas. <p>Reflecting:</p> <ul style="list-style-type: none"> • Reflect on own learning, ask questions and challenge assumptions.
Using Language, Symbols and Texts	<p>Literacy:</p> <ul style="list-style-type: none"> • Using words to create meaning in a range of contexts. <p>Visual:</p> <ul style="list-style-type: none"> • Using and recognising visual language and movement in communication and learning. <p>ICT:</p> <ul style="list-style-type: none"> • Confidently use ICT and technology to access and provide information and to communicate. <p>Numeracy:</p> <ul style="list-style-type: none"> • Develop and use number symbols and text.
Participating and Communicating	<p>Communities:</p> <ul style="list-style-type: none"> • Be actively involved in family, whanau,

	<p style="text-align: center;">school and local community.</p> <p>Connections:</p> <ul style="list-style-type: none"> • Building positive relationships with others. (with others in class, at school, at home and in the local community) <p>Groups:</p> <ul style="list-style-type: none"> • Working with others to complete a common goal. • Contributing appropriately • Following rules. • Actively listening to others.
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Staff PD in Maori:
 Staff training continues to go very well.
 Jeremy joined us last Tuesday to begin sharing some stories of the local area which was fascinating.

Investigation of Mentoring Programme:
 Year 12 have introduced a mentoring programme targeting Merit and Excellence candidates. Y11 and 13 are also looking to develop a similar programme.

MEX

- Listening skills
- Learning styles
- Highlighting important information
- Harder to gain Merit/Excellence grades at Level 2 than at Level 1 – best chances are in the internals
- Essential to have a buddy for absences
- Ensure you know the expectations for assessments and deadlines
- Don't leave stuff till the last minute
- Need to work harder at Level 2
- Find the balance
 - School work
 - Sport
 - Cultural
 - Leadership
 - Leisure
 - Social

Plan for these sessions:

You – what do you guys want?
 What can we offer you?

Over next few weeks –

- Who moved the Cheese?
- Computer room booked – all or none for Design, Graphics, research
- NO to Art Room

- Speakers –
- MENTORS

National Administration Guidelines:

NAG 1: (Curriculum):

I have mentioned the curriculum reports which we are currently reading and analyzing.

NAG 2: (Planning & Reporting)

Our PMS begins this term with a 360 degree feedback for each of our HOD's. Pete Smalley, Greg, Vicki and I have been creating some documentation to assist our HOD's in learning and growing as individuals in order to ensure that their departments also develop. It is new ground but aligns with our goal to support our middle managers.

Full reports are due home to parents by the end of this term.

NAG 3: (Personnel)

Nothing to report.

NAG 4: (Finance & Property)

Re: Property Report for May BOT Meeting

Health and Safety

No health and safety issues on property side all contractors currently onsite have been through inductions.

New Classrooms 31-32

Plan to place classes onsite for commencement of term 3 is going to plan but I would like a contingency to cover this not happening exactly on July 20.

Should happen approximately that date. Within a few weeks.

Financing this through old 5ya and roll growth funds as well as current 5ya.

5YA

Still not ratified by the ministry. School support in discussions with Keith Townes to clarify why and organize his requirements.

Infrastructure

Plumbing upgrades underway and should be completed approximately the same time as new classrooms placement.

Electrical upgrades underway and this will be almost be complete by the same time.

Hostel

Carpets and 3 A/C units being installed in a 3 of units.

New Music suite

OPUS now on track to give us support on designs and concept drawings.

Polytech ILC

Polytech rental of the old ILC will need some action can Dave let me know where we are at

Current ILC being moved 45 degrees during the placement of the new classes as well as having alarm and data upgrades.

Boiler

We will need to look at doing a report on use and possible fuels for future supply to our boiler. Funding is available for this from ECCA.

We do not currently need resource consent as we are under 1000kw but should we need to increase capacity we will need, and will not get one, burning the current fuel. Current fuel is Roxburgh coal and emissions are a little more than Ohai coal.

NAG 5: (Safe Environment)

The primary school developments and our own infrastructure work have been very well managed so far. The fencing is excellent and the students are respecting areas that are out of bounds.

NAG 6: (Legislation)**ILC:**

The ILC report plus an account of Claire's work in Auckland with various international agents is attached.

Thoughts from South American trip**1. MAC INFORMATION**

- We need a visual/virtual tour of the college – campus, classrooms, staff ...
- Have curriculum/subject information clearly visible
- Co-ed needs to be stressed

2. Chile

- The fair in Santiago was very interesting. The first day was not overly helpful for us as it being a Friday the punters were mainly post graduates looking for English language opportunities abroad. The Chilean government is being very proactive in providing scholarships for post graduate students wanting to improve their English. The second day however was more fruitful as families came through. We were busy most of the day meeting, discussing and offering the college as an alternative. The Chilean family unit is very strong so security, safety and support is very important. The idea of being out of the major cities is both a strength and a weakness. Firstly most families and many agents are only aware of the major centres but once you explained where we were and what we had to offer they could all see the value in a smaller town experience. We need to emphasise our safe, supportive experience and outline to the students themselves what is available outside of school.
- The big positive from my perspective was meeting more agents and having the opportunity to increase their knowledge on Wanaka and MAC. (Wanaka and the Upper Clutha are just as important to them as the college itself. We have a greater number of contacts working with us now which should be positive. Our back up is really important now – making contact, thanking them for their time and continuing to remind

them that we are keen to do business with them. Our prices were seen as being a positive.

3. Brazil

- Brazil was very different in that it was working with agents only. STB was the mainstay of the itinerary but I did manage to visit a number of alternative agencies as well
- Brazilians too, initially consider the larger centres first so the agents will have to work hard for us in getting the students to consider MAC as an exciting alternative. All of the agents were blown away with our campus, the town and the fact that we only have a small number of ILC students and so would not encounter many other Brazilian students. The agencies in Brazil work in an interesting way in that although they are franchised they have virtually no autonomy. For example any enquiries that a STB agent in Curitiba may have about MAC goes back to the main office in Sao Paulo for clarification.
- A real strength for us in Brazil is the experiences of past students. I met up with Laura Coloco and Felepe Fischmann, both of whom are studying engineering at university very successfully. I wonder about having a blog or visual diary form all ex students available to agents and students outlining the value of coming to a smaller destination. The same could be set up from a Homestay family's perspective.
- We have now made personal contact with more agents and so with regular electronic contact continuing should have more opportunities.

General Comments:

- There is real value in 'turning up' and adding that personal touch to our agents in South America. They were all very receptive and friendly and loved our college and place in the world. I did also meet an agent from Colombia while in Chile and he seemed very keen to make contact with us.
- The various NZ institutions were very keen to assist each other and sell NZ as a destination. I do not feel we were ever in competition with others and so should always consider piggy back opportunities if they arise.
- The trip itself was fantastic. My thanks to Claire for her tremendous work prior to me going. I was well looked after with nice accommodation and accurate travel arrangements. The major part of the trip was a blur of planes, taxi rides, hotels and offices but getting some free time in Rio was a real treat. It is a fantastic city with friendly people, beautiful beaches, wonderful sights and warm weather.
- I did not get caught up with the Mexican Flu concerns really. There was extra vigilance including a heat sensor in Santiago but very little in Auckland.
- It is great to be back.

Hostel:

See attached report from Duncan

Regards,

Wayne

8/5/2009