

Minutes of Mount Aspiring College Board of Trustees Meeting held on 28 July 2009 at 6.00pm

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

Welcome

G Ruddenklau welcomed everyone to the meeting, in particular John Turnbull.

Apologies:

None.

Curriculum Focus: Geography Department

John Turnbull received questions about his written report on the Geography department.

- The number of students in Level 1 this year (16) is low compared to previous years. Students can opt into Geography at Level 2 and there are also quite a few international students at Level 2. Level 2 has open entry although it helps if students have done Level 1. At Level 3 the entry requirement is 14 Level 2 credits, although students can pick up the subject at Level 3 with extra help with the skills area.
- The subject can lead to a range of tertiary study including Planning, Environmental and Geographic Information Systems.
- The course has remained similar for several years although a trip to Franz Joseph has been added to include the topic "human modification" with the glacier study. It is likely to remain similar in structure although topics may change to keep up-to-date, for example the current global topic is "electronic waste".
- Student achievement compares well nationally and 66% of students achieve to a higher level than they did in the previous year.
- Students complete a research project at Level 3 and can choose their own topic with guidance from staff.
- The department has identified the cost of field trips as being an issue and suggested a fund to subsidise trips would be helpful. At the same time each department needs to look at the possibility of using local resources in order to reduce the cost of field trips.

John was thanked and left the meeting.

Strategic Goals: Science Department Review

Lincoln Bruce was welcomed to the meeting to provide a progress report on the Science Department. A written report was circulated with the agenda.

- Overall progress has been very positive, with a good feeling in the department and a collegial approach.
- The Year 9 teaching schemes have been documented and Year 10 and 11 schemes are now being documented, so that consistent teaching materials are available for any teacher in the department. These are updated after each unit has been taught and

amended to reflect what went well and what didn't, and to ensure that there is not too much crossover of content from year to year or between topics.

- Student feedback has been used to try to measure engagement with learning and this has identified that students are somewhat unrealistic in their expectations of science, ie. the expectation that science is all practical work and no theory. Discussion feedback may be more helpful than a questionnaire in this context.
- Laboratory space is an issue, particularly for Level 1 science classes which are all scheduled at the same time. It would be more beneficial for this group to have more laboratory time than having the flexibility of being able to move students between groups.
- Whilst it is not an expectation that Year 7 and 8 classes have access to laboratories it is good for them to have some classes scheduled in there to start gaining laboratory experience.
- It was noted that a new science block is the next new building in the plan, but funding for this will depend on further roll growth. In the meantime creative solutions to the level of demand for laboratories may need to be found, such as an extended school day.
- The glasshouse is used occasionally for plant modules. It would be very useful if we ran a horticulture course but otherwise its use is limited.

W Bosley commented that the progress made and the level of student engagement in science was very pleasing, and it was good to see the support from all the staff in the science department.

Lincoln was commended on the progress made and asked to pass on the thanks of the Board to the science department.

Special Topics: Outdoor Pursuits Review follow up

D Cassaidy spoke to the written report circulated prior to the meeting. There has been a lot of change in the OP department over the past 18 months and much progress made. The staffing structure is now right and the course structure has been amended to focus on the practical aspects, which has led to changes in the classroom side of outdoor pursuits. The new curriculum gives an opportunity to rethink and look at how the practical activities lead into key competencies, etc. The unit standards offered will also be reviewed at that stage.

The process of gaining OutdoorsMark is closer with the desk audit almost complete and the field audit to come after that. The Ministry of Education is also releasing new EOTC guidelines but this should not affect the process of applying for OutdoorsMark.

Students have four timetabled hours for outdoor pursuits, one after lunch which is used for the practical sessions which may run through to 5.30. Two of the other timetabled hours are used for outdoor pursuits classes and one (the first period on the day after the practical session) is a study period. Study may be completed at school or at home, and acts as a reward for students and time relief for staff. If students don't get it right then they lose the privilege of home study.

There are 120 students altogether in Levels 2 and 3, with six Level 2 classes and one Level 3 class. There is good support from the rest of the staff, who are affected at times by absence due to outdoor pursuits, and this is helped by good communication with the staff.

Health and safety is a continual focus, for example the Level 3 students are currently doing an avalanche safety programme with the Mountain Safety Council, which is very timely at the start of the winter season. It is more applicable to the Level 3 programme as students may be travelling in the backcountry, and it also differentiates the programme from Level 2 where the snowsports are skifield based.

In general the outdoor pursuits programme is a great motivator and helps students, particularly boys, remain engaged with school in Year 12. The Level 3 programme is aimed at providing the skills for students to be self-reliant in the outdoors and is also helping the students to be involved with the junior year levels through coaching the junior students.

Climbathon

D Cassaidy advised that the college has been approached by the Wanakafest organiser to run a 24 hour climbathon at Basecamp with the aim of setting a world record in the metres climbed over a 24 hour period. This is tied in with the relaunch of the climbing facility and as a Wanakafest activity. D Cassaidy is happy to manage the event itself if there is help from others with the organisation. Karen Rochford has suggested that an Enterprise group may be available to work on this, but it will need an organising group or events coordinator. The event will be on 16/17 October and could be used as a fundraiser for the college, although the expectations still need to be clarified with the Wanakafest organisers and the sponsor, Allan Dippie.

Special Topic: Strategic Planning Process

G Ruddenklau outlined the role of the Board in strategic planning, and the importance of the process given that this is the key way in which the Board can influence the direction and running of the school. Otherwise the Board’s role is simply to ensure that the requirements of the NAG’s, NEG’s and curriculum documents are met.

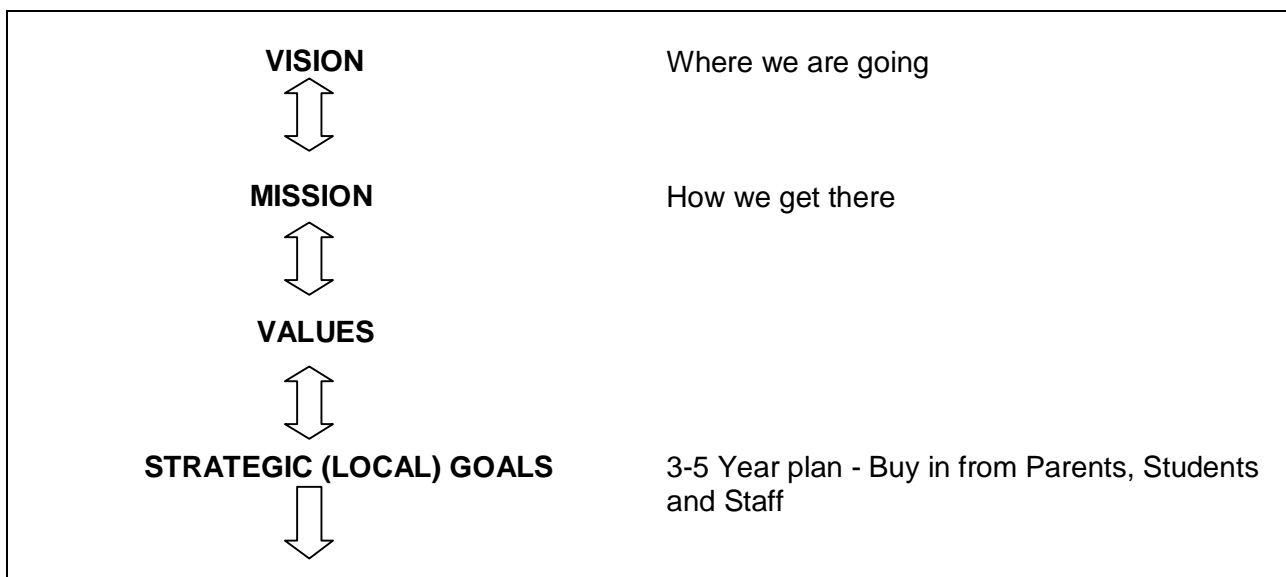
In summary:

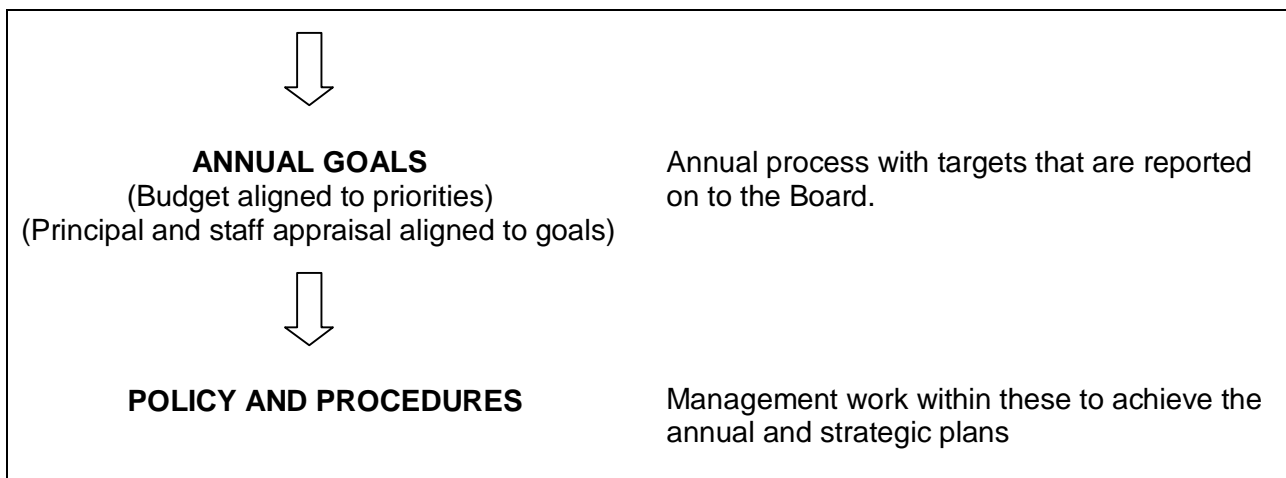
There are areas that the BOT has no control over as they are expectation from the Ministry of Education. The role of the BOT through the principal is to ensure that the students are receiving the appropriate education.

Can’t change, must do (set down by the MOE and NZ Govt):

NEG’s – National Education Goals
NAG’s – National Administration Guidelines
NZC - New Zealand Curriculum

The Board of Trustees can influence:





The Friends of MAC are to meet on 29 July with the aim of supporting the community to complete the strategic planning questionnaire. The meeting will outline the background to the strategic planning process and why the Board would like the community to complete the questionnaires.

A Black will survey the students and there is also a staff group in place. The timeframe is:

- 15 August deadline for community feedback
- Student feedback process 5 August
- Feedback collated to go out with the agenda for the next Board meeting on 1 September.

Principal's Report

A written report was circulated with the agenda. In addition W Bosley reported that it has been a busy start to the term.

- The regional Rockquest competition was very successful with two bands and an individual singer going to the next stage of producing a DVD.
- Student Council have organised a Year 11 formal mid-year dinner which will be a sit-down dinner with entertainment, awards, etc. It is designed to be a different type of event than the senior formal but just as good. The Student Council are doing a great job this year in organising events for the whole school, not just the seniors. More ideas are always welcome.
- The hostel application process for next year is underway with good attendance at the open day during the holidays.

National Standards

There are two aspects to this of which the Board needs to be aware:

1. The alignment of achievement and unit standards. The Ministry of Education is looking at the mixture of unit and achievement standards offered to students at Levels 1 to 3 and aligning them over the course of the next three years. The aim is for all conventional school subjects to be assessed only through achievement standards (with achieved, merit and excellence grades) and non-academic, industry based courses (such as outdoor pursuits, hospitality) to be assessed through unit standards (achieved or not achieved grades only). At the same time the methods of assessment are being reviewed to ensure that they stand up to scrutiny. As a result there is no plan to make any major changes to Levels 1 to 3 courses until this process is complete.

2. National standards for literacy and numeracy at Years 1 to 8. This is a new government initiative which has led to some philosophical debates. There is some concern regarding the publishing of results and the potential for negative comparisons between schools, and the concern that over-testing of children does not contribute to good learning. There is also a potential clash with the philosophy of the new curriculum.

At secondary level schools are now used to the publishing of results and the ability of parents to compare schools based on their results. However some specific concerns with the methodology have been raised by staff including the fixing of standards to ages, the consistency of the standards and exemplars provided, the pressure on children, the temptation for teachers to “teach to the test”, and the significant time factor for teachers.

The issues have been covered comprehensively in the July edition of the STA News.

Planning for 2010

Term 3 is an important preparation time for the following year including the decisions that senior students make about their options. The process to be followed has been reviewed this year to allow for a longer period of time for decision making and greater involvement with parents. The aim is to give all parents the opportunity to have dialogue with a member of staff so that students and families receive the best possible advice regarding option choices. Traditionally the school has designed the timetable around student choice rather than offering specific option lines that students must follow, and this process will be designed to provide good advice and guidelines to students whilst maintaining a high level of choice. Parents will be targeted at the Year 11-13 parent interviews and a NCEA evening will be held for Year 9/10 families, with follow up opportunities to discuss choices with careers staff and deans.

Building programme

The two relocatable classrooms (rooms 31 and 32) have arrived on site and should be ready for term 4 following refurbishment. The language centre building has been realigned and the infrastructure work is almost complete, with the next step being to create access to the top field and completion of the new outdoor pursuits building. Rooms have been particularly tight this year, and particularly at the moment with the language centre out of commission, but everyone is fitting in with goodwill all round.

Disciplinary issue

A Black / L Jolly moved that the meeting move into committee in order to discuss a disciplinary issue for which privacy is required. Carried.

D Schikker / D Cassaidy moved that the meeting move out of committee. Carried.

Staffing

1. Pam Keelan has resigned from her position as teacher of Maori effective from 25 August. She is moving back to the North Island to be with family. W Bosley is looking at a temporary arrangement to cover Maori to the end of the year.
2. A request for leave without pay for 2010 has been received from Katie Bassett-Allen to do overseas experience. W Bosley does not anticipate a problem to replace her for the year and the application was supported.

Chairperson's Report

1. Student representative election date and returning officer need confirming.

G Ruddenklau / W Bosley moved that Helen Hammond be appointed Returning Officer for the student elections on 11 September 2009. Carried.

2. It is a legal requirement to have a protected disclosures policy and as part of this the board needs to delegate the position of Protected Disclosures Officer.

G Ruddenklau moved that W Bosley be delegated the responsibility of Protected Disclosures Officer. Carried.

3. A Penniket reported progress has been made on a college vegetable garden with Wastebusters prepared to donate compost and seeds. A Penniket is to talk to Sally Battson regarding the possibility of using the Foundation land below the hostel.
4. The MAC Foundation trustees need to be reappointed annually. Currently they are:
 - S Battson, D Crawford, T Crawford and J Beattie as community representatives
 - M Barton and G Ruddenklau as Board representatives
 - W Bosley ex-officio as PrincipalAll trustees have been contacted and are happy to restand.

G Ruddenklau / L Jolly moved that all the current trustees are re-appointed to the Mount Aspiring College Foundation for a further year. Carried.

5. An invitation has been received from Wanaka Primary School for the Board to visit their site. G Ruddenklau will fix a time and let people know.
6. A valuation has been received on the school house at Kowhai Drive of around \$350,000 to \$400,000 and it is likely to sell as properties in this price range are selling well. If the house was sold the proceeds (50% would come to the college) could be used to provide alternative incentives to new staff to move to Wanaka. G Thornton and W Bosley are in the process of gaining feedback from staff on the possibility of selling.

Student Report

Nothing further to add.

Whanau Report

No report.

Finance Report

M Barton reported that the Finance Committee had met prior to the Board meeting. Spending was generally in line with the budget although the teacher relief budget was being strained, and spending on fixed assets will be monitored closely. The budget in Moneyworks needs to be aligned with the approved budget.

M Barton / W Bosley moved that the Finance Report for June be adopted. Carried.

Governance: Health and Safety Review

A draft report was tabled from the Audit Committee with the results of the health and safety audit. This provides a snapshot of each issue reviewed, who reviewed it and how, any recommendations coming out of the review, and associated attachments. The workplan will

come out of the recommendations column. Some health and safety issues were not specifically covered because they are already covered as part of normal Board reporting. The report should be finalised in the next two weeks and the final copy will be sent out by email.

Other Business

A Penniket reported that the library is planning to hold an open evening in mid September, and will also make a selection of books available for sponsorship or for donation to the library.

Next Meeting Agenda:

- Special topics: Mid year curriculum analysis – Vicki Ashton
- Strategic Planning

Minutes of the Previous Meeting (16 June 2009)

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

Matters Arising

1. An Enterprise group will be given the task of scoping the value of van sponsorship.
2. Other matters arising have been followed up.

Correspondence

As circulated.

Date of Next Meeting:

Next BoT meeting 6.00pm, Tuesday 1 September 2009

Meeting finished at 9.00pm.

Signed as a true copy of the minutes:

Chairperson

Date

Outdoor Pursuits

Report to: Mount Aspiring College Board of Trustees

July 2009

The Outdoor Pursuits course was externally reviewed in 2007. This report outlines the progress that has been made towards achieving the goals that were set following that review.

The most significant change in the OP department has been with staffing. In 2008 the HOD role was passed to David Cassaidy who along with Pete Smalley had the opportunity to work exclusively on the OP course, taking 4 classes each.

Andrea Woolley was also employed part time to assist with various technical, administrative and support roles for the department. This position has been made permanent and now includes additional responsibilities for Duke of Edinburgh programme and transport coordinator.

Ray O'Brien was also employed on a permanent part time basis to be a specialist tutor. Ray provides exceptional technical expertise and has added much value to the staff team.

With a greater number of dedicated staff the OP department has been able to invest more time in course development and safety planning. Work is continuing on the safety management plan and Outdoorsmark accreditation. The MOE is releasing new EOTC guidelines and these may need to be integrated into the SMP documentation. The Outdoorsmark process will continue through this year with a desk audit and field audit.

Some other significant developments in the last 18 months have been:

- Refurbishment of teaching and office spaces.
- Acquisition of new vans!!!
- Differentiation of winter snowsports programmes.
- Appointing permanent part-time tutors
- Introduction of 'zero periods' (homestudy) instead of study periods.
- Better recoveries of fees.
- Ongoing work on style and teaching of OP courses.
- Work done to integrate Josh Perry into OP programme. This will smooth the way for future work with students with special needs.
- New activities
 - L3 rockclimbing at Wye Creek
 - New L3 tramps eg Earnslaw Burn
 - L3 kayaking at Shotover River
 - L3 ski touring on Pisa Range
 - L2 camping trip
 - Mountain biking in L2 programme
 - Canoeing in L2 OP (inc purchase of 8 canoes)
 - Avalanche awareness courses for L3OP

Attached to this report is a list of goals that were set by the OP department in 2007 and presented to the BOT as part of the follow up to the OP review. Progress towards each goal has been added.

The next few months should see the new OP shed being completed. This will further enhance the profile of OP within the school as it will take place in a more visible place on the campus.

For the future the emphasis will go on developing teaching and assessment programmes for OP that support the introduction of the new curriculum. In particular work will focus on developing and documenting the work done in the classroom that integrates with the practical aspects of OP.

Dave Cassaidy
HOD Outdoor Pursuits

OP GOALS – progress report

The following goals were set by the OP staff at the end of 2007. Progress in italics.

Goals to improve student learning

A. Outdoor Pursuits courses:

1. Renewed emphasis on processing and reviewing of experiences, and transference of learning.

Ongoing. This is done whenever possible by both teaching staff and/or tutors.

2. Introduce more singular impactful experiences (eg snowcaving), which gives more scope for challenge and learning. Investigate new activities which will increase challenge and variety within the course and maintain student commitment and motivation. E.g. Canadian canoes, bush bivvy, ski touring, orienteering, avalanche rescue.

Completed (and ongoing)

New initiatives:

Level 2 OP

- *Camping trip at start of course*
- *Mountain biking – new 2009*
- *Canoeing – new 2009*
- *Differentiated tramps to enhance challenge*
- *Ski programme at Cardrona to include freeski HPC coaching*

Level 3 OP

- *More challenging tramps (eg Earnslaw Burn)*
- *Reinstated kayaking including expedition to Shotover River*
- *Ski touring / mountaineering expedition*
- *Rock climbing expedition to Wye Creek*
- *Ski programme at Treble Cone (differentiated from L2 programme)*
- *Avalanche awareness course – new 2009*

3. Less cosy corner – more challenge zone.

This happens through the way activities are presented as well as the choice of activities. Having a greater variety of challenges means students are less likely to get 'switched off'.

4. Review tramping experiences. End of large group "Routeburn" style tramping.

Completed. The Great Walks remain the most ideal tracks to take large groups in autumn. By adding in a 3rd option (the Kepler) the groups are able to be smaller on the Routeburn and Caples. This reduces perception of track impact and enhances the experience for students and staff.

5. Rationalize credits offered in courses to facilitate more provision of experiential education.

Ongoing. Unit Standards have been reviewed for both courses. Example – removing Level 4 snowsport standards from L2OP course.

6. Emphasis on sustainability and environment across all courses.

Ongoing. New procedures have been introduced to raise environmental awareness eg using poo pots for tramping.

7. Greater role for tutors in teaching and reviewing practical activities.

Completed. This happens routinely and effectively. Enhanced by having dedicated specialist tutors (Ray O'Brien and Andrea Wooley).

8. Remove study periods which only erode quality of course and reinforce poor learning behaviours.

Completed. This has happened in Terms 1,2,4 through option of homestudy for the period immediately following the OP practical.

B. Year 9 Camps

1. Reinvent model of camp to make it more sustainable and achievable with resources available.

Could be taught by OP staff over a number of weeks, with logistical support from a few other staff.

Completed. Camp has been redeveloped over last 2 years and is now in a format that both staff and students find challenging and sustainable.

C. Other camps and hostel OP programme.

1. Review rationale and content (by HOD EOTC)

Ongoing. The hostel OP programme has maintained a number of "traditional" activities eg the Motatapu race, as well as continued to try new activities. The hostel staff are aware of the limitations they have in technical and support staffing and tailor activities accordingly. The hostel programme sits comfortably alongside the school OP programme.

2. Develop sequential programme for EOTC in junior school.

Ongoing. More work needs to be done here to document and develop what is done at each level. There are many EOTC experiences offered throughout the year (not just camps). Generally these support curriculum initiatives and are not intended to prepare students for OP in the senior school. Developments have included the work on the Year 9 camp as well as a couple of new options for camps in Year 8.

3. Align with policies and procedures implemented under SMP.

In progress. SMP still to be formally implemented. Awaiting update from MOE regarding revised policies and procedures in EOTC – released this month.

D. General

1. Investigate development and implementation of new OP courses (eg Level1, Elite OP, International, Polytechnic)

Much work has gone into developing and improving the existing OP courses. New relationships with polytechnics seem unlikely in near future. There is scope to offer more EOTC experiences at lower levels within the school. One example of where this has occurred is with L3OP students leading classes of junior students in OP activities.

2. Offer greater support for teaching of outdoor skills through school clubs and DOE.

OP department has taken more initiative to develop systems and expectations for clubs and DOE. Andrea has coordinated DOE programme and vetted the way expeditions are organized and supervised. A lot of effort has gone into that aspect of the DOE programme.

Goals to improve safety

1. Implement Safety Management Plan

In progress. Safety Management Plan is in final draft having been edited by OP staff and tutors. Final changes may be required when new EOTC guidelines are released.

2. Staff training in safety systems and emergency procedures (including tutors).

Ongoing. There are now ample opportunities for discussion about safety. Safety plans for new activities are written collaboratively. When time permits, OP staff do practical training in safety and emergency systems.

3. Reduce sense of rushing in staff. Double periods. Tutor roles. Non-contacts.

Preparation for OP practicals is much more deliberate now with the responsibility for the various task shared between teaching staff and tutors. It has helped immensely that the teachers are only working with OP classes. The tutors have responsibility for organizing vans and equipment.

4. Continue with OutdoorsMark accreditation process.

In progress. We are at the stage of doing the desk audit of our documentation. Progress has been slow on this task as it has been linked with revision of the SMP. The desk audit will be followed by a field audit. It should be concluded by the end of the year.

5. Review transport options to enhance quality and safety.

Completed. The new vans are fantastic.

Goals to support quality and professionalism within the department

1. Develop and improve office and storage areas.

Was done at start of 2008 and will be further improved with new shed to be constructed this term.

2. Planning time is scheduled on a regular basis.

Planning time is scheduled as required for specific tasks.

3. Investigate a MAC OP 'uniform' for staff and tutors to enhance professional image

Done.

4. Ongoing training goals – NZOIA awards and other training.

Done. All OP staff are NZOIA members and/or working towards NZOIA qualification status (equivalence).

5. Involve tutors in planning, reviewing and training.

Much greater involvement. This is mainly because tutors have more regular contact with the classes.

6. Address gender balance of staff wherever practicable.

An ongoing problem. Finding female instructors is not always possible.

7. "Team" management approach. Sharing of responsibilities.

Ongoing. Working well.

8. Present a professional image to students, staff and community in all department behaviours.

We are striving to do this.

9. Maintain professional associations and strengthen relationships with NZOIA, ONZ, EONZ, FMC, SFRITO etc...

Ongoing. We have welcomed several student teachers and numerous observers in an effort to be more transparent about what we do and to be perceived as an organisation that is willing to share with the professional community.

10. Annual review.

Reviewing has been ongoing. Each new initiative is reviewed and adjusted. Departmental goals and vision will be strategically reviewed again this year.

Science Action Plan to improve student engagement 2009 Progress report

Positives

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. While these schemes of work may appear quite prescriptive, there is plenty of latitude for teachers to add their own flavour. Guidance or detailed instructions have been written into schemes of work for 'hands on' practical activities. While the main emphasis is on getting the science right, these practical activities are designed to be fun too.
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, Y10 and even Y11 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. This document should allow 'at a glance' information on the extent of content coverage at their teaching level.
3. Work has continued on providing Y7 and 8 teachers with greater curriculum support. Suggested lesson sequences with instructions on how to run specific practical lessons (such as chemistry experiments) have been written by specialist teachers for use by Y7 and 8 teachers.
4. Anecdotally, there seems to be a greater degree of collegiality and sharing of experience and resources within the science department this year. Review of the teaching schemes is spontaneous as staff share ideas particularly for practical lessons. Also the predominance of experienced specialist science teachers in 2009 means that students benefit from a predictable and consistent learning environment. Excellent working relationships extend to the Science technician who is an integral part of this department.
5. 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. As a result, junior classes are more engaged because they can carry out practical learning experiences in small groups (3) with reliable equipment collecting meaningful results.
6. Course management documents produced for all NCEA subjects with calendar, scheme of work, most recent Achievement/Unit Standards, assessments and marking schedules. This will make it much easier for staff in taking over senior subjects in the future.
7. The 360 degree HOD performance appraisal process provided quite positive feedback on the direction the Science department is moving in terms of curriculum development and support.

Negatives

8. The greatest impediment to teaching content in sequence is the lack of laboratories. Two science laboratories with water and gas are inadequate for the number of science classes in this school, meaning that Y9 and 10 classes are in a classroom for $\frac{1}{4}$ of their lessons. Additionally, it is almost impossible to give Y7 and 8 classes, time in a laboratory.
9. Blocking of Year 11 Science, while having some advantages, has the major disadvantage of two classes being out of a laboratory every Science period. Anecdotally, this is having an effect on lesson flow and poor engagement by less disciplined students. At this stage, the sentiment of the staff is that Y11 Science should not be blocked in the one timetable line in 2010, and this has been communicated to the head timetabler.
10. Student feedback questionnaires were used for the first couple of units of Y9 and Y10 this year. Teachers were unanimous in feeling that:
 - a. They had potential to provide useful feedback.
 - b. In reality, they were not treated seriously by students and provided very little constructive feedback.
 - c. They were a waste of time and should be abandoned for the time being. An end of year survey will be carried out in November.

Summary:

As HOD of the Science Department, I am pleased with progress the department has made so far this year. Curriculum and assessment development will continue and schemes of work will be provided in a timely fashion. Staff will continue to reflect on how things are taught and make changes to teaching schemes where appropriate. Laboratory space is a problem we must live with, and arrangements have been made to share the two laboratory learning spaces for the benefit of all students.

Lincoln Bruce
HOD Science

Principal's Report to the BOT
Thursday, July 23, 2009

Kia Ora

What has happened lately?

- Rock QUEST- A very successful event: Best band -The top prize went to Mercury Brigade (Hugh Haworth, Tom Dixon and Tom Sherson) best lyrics to Hugh Haworth. R/up was Boar Attack Boar (MAC). The best female musician, and people's choice award went to Shilo Gibson and the musicianship award went to Julius Brash. Shilo and the two bands will now compete for one of six slots in the national finals in September.
- Student Council - These students are continuing to work with other year groups very successfully and have arranged a formal dinner at Edgewater for Year 11 on August 11. This has been a marked improvement from previous years.
- Rugby today - Our U16 and U18 teams are playing against St Benedicts from England. They have been billeted with MAC families for 2 nights.
- L2 Geo – Dunedin – A very successful trip with John and Jane. The students were excellent ambassadors for the college.
- Year 7SC and VE will go to Tekapo to the observatory this Thursday after a weather postponement last week.
- Hostel Open Day – This went well on July 17. I am off to Auckland next week to the Coca Cola Expo and further interviews.
- Discipline – Greg will verbally report on a couple of issues.
- Up coming parent interviews.
- National Standards review/MAC literacy Goals.
- Timeline for option choices – We are currently reviewing our advice systems for options. We wish to include parents more and revisit choices with students more than once. Greg and I are about to meet with the Deans and the Ur Space team to discuss strategies so I will report on progress at the meeting.
- Strategic Planning – Community questionnaire has been published and Grant will run a session on where to from here.

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:

A separate report has been circulated from Lincoln, who will be joining us on Tuesday night.

Use of Assessment Data:

Mid Year Curriculum reports are due before the next meeting which Vicki will attend and we will table our Year 7-10 Literacy/Numeracy criteria for annual reporting in the future.

Use of Technology:

Nothing specific to report to this meeting but we are working with Wanaka Primary School on sharing fibre and ICT connections and expertise. Ronnie, Tim and I met with Pete Bullen late last term to discuss trenching along a proposed walking/cycle track at the bottom of the bund separating the hostel from the playing fields. We want to ensure a connection to the hostel occurs during this process.

Revised NZ Curriculum:

See below – Future Learning Group

Formation of the Future Learning Group at MAC

Christopher Waugh to Joss, Wayne, Vicki, Alistair, Janet, Jane, Angela, Greg, Karen, Dave, Lincoln, Simon, Dawn, Kris, Christopher, Caitlin, Marcus, Hamish, Kay, Denise

Hi all,

The enthusiasm and ideas that were flowing forth during our inaugural Future Learning meeting were very impressive. Clearly with a group of such inspired people all that is needed is for us to get on with things. To that end, and in the interests of effectiveness, let's make our first step the setting up of sub-groups to look at some of the specific areas on inquiry that we developed in our meeting.

On the blog, I have created entries for each of these groups. All you have to do is follow the link below to see these. You can indicate your interest in whichever of the areas captures your imagination the best by adding a comment that includes your name. Each group can then organise its own time to meet, agenda and perhaps, if they wish to, elect a leader.

We also need to consider the timing and content of our second Teacher-Only Day - so this could be part of the agenda of each group's first meeting.

If at least one member of each group is prepared to then sign up to the Future Learning blog, then they can upload the minutes and key discussion points from your groups - for everyone to see and comment on. This way we can all keep an eye on and make a contribution to what everyone else is up to.

The link to the bog is:

<http://macfuturelearning.wordpress.com/>

Give me a yell if you need any help.

Chris

Investigation of Mentoring Programme:

National Administration Guidelines:

NAG 1: (Curriculum):

Greg and I will briefly report on National Standards ie Yr1-8 Numeracy and Literacy and NCEA Alignment. You can view some material on the MOE web site.

NAG 2: (Planning & Reporting)

Formal reports went home at the end of last term.
Staff have debriefed the reporting process and we will investigate some changes to iron out some concerns for the future.
Parent/Student/Staff interviews are scheduled for August 10 and 12. We have introduced an on-line booking system which is aimed at giving parents maximum flexibility (Helen can comment further tomorrow evening)
Phase 2 of the HOD development has begun with Pete Smalley having one on one meetings with the HOD's looking at setting goals for the future.
I am going to take on more of their staff observation load to allow them to concentrate on their own development this year.

NAG 3: (Personnel)

I will table Pam Keelan's resignation with regret and discuss future plans for this curriculum area.
I recommend to the board that we grant Katie Basset-Allen's request for LWOP for the 2010 year (Letter to be tabled at the meeting)
I have employed Euan Simpson to teach 2 Year 8 Maths classes for the rest of the year. One class was to reduce Annette Ellwood's load and the other was to release Warren Judkins to teach an additional Level 2 class which is being paid for from the ILC due to increased student numbers.
Euan has made a terrific start. He has been in the college doing some teacher aide work which he will continue.
Staff intentions for 2010 will be requested by September 11.

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.

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

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)

We had an unscheduled fire alarm last week. This was caused by the one of the electricians working on the infrastructure for the new buildings. Our system was tested and Simon Nyhof was happy with the result.

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

See attached report from Claire

Hostel:

See attached report from Duncan

Regards,

Wayne

27/7/2009