

Minutes of Mount Aspiring College Board of Trustees Meeting held on 24 November 2009 at 6.00pm

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

Welcome

G Ruddenklau welcomed everyone to the meeting.

Apologies:

M Barton/L Jolly moved that the apologies be accepted. Carried.

Curriculum Focus:

Because of the recent change in staffing, the Maori curriculum report was deferred until 2010.

Strategic Goals:

The new Vision, Mission and Values have been well received by the staff. The saying “Ha aha tem ea nui o tea o he tangata, he tangata, he tangata” (What is the greatest thing in the world? It is the people, it is the people, it is the people) has been incorporated into the Vision. A change to the logo was also being considered to give more weight to “Te Kareti o Maunga Tititea”.

A Penniket / A Black moved that the new Vision, Mission and Values statement was adopted. Carried.

Principles and Key Competencies

A document was tabled outlining Principals and Key Competencies. This had been developed following the last teacher only day. Any feedback to Wayne.

Local Goals 2010 – 2012

The following local goals were proposed:

The bold headings below are W Bosley’s interpretation of the goals discussed in the strategic planning meeting, and the bulleted points are the suggested annual goals for 2010. Discussion from the Board meeting is in italics.

1. To foster and develop Community Partnerships.

- Expand the mentoring programme to include more students and access members of the community using existing models, such as MEX and Enterprise.
- Initially target MEX students from Year 12 going into Year 13, expanding into Year 12 and Year 13.
- *Extension of the whanau system to encourage student to student mentoring?*

2. To support innovative learning programmes

- **Pedagogical practice**
- **Structures and systems**

- To develop integrated programmes that meet the needs of the revised curriculum and provides a more stable and supportive learning environment.
- 2010 – Year 9 and targeted Year 11 students.
- *The aim here is to have learning cross different learning area and be more relevant to real life, therefore engaging students more. This would include an integrated learning approach using problem solving.*
- *In 2010 this approach would be encouraged in Year 7 to 9, with Year 9 as the specific target area for 2010. Staff are keen to collaborate and therefore want structures in place to facilitate this. The senior school timetables and curriculum will not change but there would be opportunities to collaborate and get to know the students, to reduce teacher isolation.*
- *In Year 11 there will be a targeted group to provide a small group of students with a project based course in place of their core subjects. Learning would be appropriate to their learning styles. Students may have an individual education plan with their own targets for the year. The students for this group would be targeted and the parents approached. Movement between programmes would be possible, the traditional options will still be offered.*
- *Communication with parents will be very important as this is a new way of learning.*

3. To continue to recognise and nurture the special nature of New Zealand's bicultural heritage and future.

- To recognise the importance of regular professional development sessions in Maoritanga to increase staff knowledge and awareness.
- To raise the awareness around the college of Maori culture:
 - Designation of space
 - Opportunities for Kapa Haka group to perform in festivals

4. To provide a high quality physical learning environment.

- To identify strategies to deal with the lack of space for teaching Music and Science.

5. To improve literacy and numeracy skills so that students can better access the rest of the curriculum.

- To continue to implement teaching and learning programmes to enhance literacy and numeracy programmes throughout the school.
- To continue to use assessment data to analyse student progress in literacy and numeracy.
- To implement a literacy support programme across the Year 7-10 area of the school with the assistance of the University of Otago.
- *The strategic goal may be too vague – is a goal relating to national standards needed, eg. the implementation.*
- *The concept of this goal is that literacy and numeracy skills open the doors of learning to students.*
- *Can also identify students at risk of not succeeding through poor numeracy and literacy skills.*

In addition the board will request the Friends of the College to undertake a full review of the school uniform and the management thereof.

Variance Report 2009

The variance report for Annual Goal 1 was presented: "To use assessment data more effectively (including the setting of specific targets) to better inform teaching and learning and the BoT as to student achievement and to gain improvement in student achievement." An example of Asttle data for Year 10 Literacy was presented and this demonstrates the availability and richness of comparative data.

A full variance report was needed for the Annual Report.

W Bosley left the meeting.

In Committee:

L Jolly / D Cassaidy moved that the meeting move into committee to discuss the Principal's Performance agreement for 2009, a staff disciplinary matter and a student disciplinary matter. Carried.

H Hammond left the meeting at 8.00pm
W Bosley rejoined the meeting at 8.11pm.

L Jolly / D Cassaidy moved that the meeting move out of committee and ratify any decisions made. Carried.

H Hammond rejoined the meeting at 8.30pm.

Principal's Report

A written report was circulated with the agenda.

- Board members were reminded about the Prizegivings on 2nd and 4th December.
- W Bosley also reported on the Year 10 "Camp of Courage". Pete Smalley would be producing a formal report which would include the follow up and reactions after the students' return to school. The first step would be for the group to make good decisions for Year 11.

Chairperson's Report

Board Triennial Elections

G Ruddenklau / L Jolly moved that Helen Hammond be appointed Returning Officer for the election to be held on 7 May 2010. Carried.

Fundraising

A local group of parents is planning a fundraising event "Blokes Day Out" the proceeds of which would go to local schools. They have asked for an intent from the college to be part of this, what the funds would be used for and a volunteer to be involved. The event would be run every 2nd year on Waitangi Day, the alternative year to the Rippon Festival.

It was agreed that the college would like to be involved and that the funds would be used to purchase laptops. G Ruddenklau would respond and possibly use the Friends of the School as a liaison.

End of Year Newsletter

G Ruddenklau suggested that an end of year summary newsletter be mailed out to parents that included feedback on fundraising efforts this year, strategic goals, etc.

Student's Report

Nothing to report.

Finance:

The finance report for October was sent out with the agenda. The forecast to the end of the year is still looking positive. The finance committee would be meeting on 30 November to consider the draft budget for 2010.

The funds for 40% of the market value of the school house at Kowhai Drive have been received, just over \$116,000.

M Barton/W Bosley moved the adoption of the finance report for October. Carried.

M Barton also reported back from the Foundation meeting held on 23 November. The Foundation has approved a refund of a portion of the lease payment paid by the college from July, as a new lease has now been negotiated directly between the Foundation and Otago Polytechnic. The Foundation also recorded the intent to make two donations of \$10,000 each in June and October next year.

The other matter discussed related to the section owned by the Foundation in Plantation Road. The original reason for buying the section was to provide access to the land behind the Language Centre building. S Battson has determined from the Council that if any sort of commercial activity is taking place then an easement of up to 20 metres would be required, which effectively rules out using the section for anything else.

G Ruddenklau has also negotiated a reversal of the mixed residential rates charged for the hostel on the basis that the hostels are not rented out for short term rentals.

Next Meeting Agenda:

The date of the meeting was changed to 15 December.

- Confirm the annual plan.
- Consider the 2010 budget.
- Grant to arrange a visit to Wanaka Primary School at 5.00pm, meet at the entrance on Kings Drive.

Minutes of the Previous Meeting (20 October 2009)

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

Correspondence

As circulated.

G Ruddenklau to reply to Caleb Nicol regarding uniform socks for boys.

Date of Next Meeting:

Next BoT meeting

Tuesday 15 December (5.00pm visit to WPS site to be confirmed)

Meeting finished at 9.20pm.

**Principal's Report to the BOT
Tuesday, November 23, 2009**

Kia Ora

What has happened lately?

- A very successful Year 10 experience in the Ahiriri Valley took place last week. Pete Smalley is currently completing a report which involves analysis from their return to class this week.
- The buy in from staff, students, parents and guests was terrific and at this stage we are very pleased with the progress made. Grant and I will speak to this.
- PG(s) planning is on track for Wednesday 2nd and Friday 4th at 7pm.
- Discipline within committee.
- Music tour and evening – Y7-10 happening this evening and Thu/Fri
- The current Y13's have been very successful in winning a number of external scholarships
- Y8, 9 and 10 will have EOTC experiences in the final week.
- Discussion and ratification of the vision, mission, values and goals due tonight – written material to be tabled
- Y6 Parent meeting at 7:30 this evening.

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:

Lincoln, Vicki and I are meeting to evaluate the plan verbally and from this meeting Lincoln will write a formal report on progress and thoughts for the future. This written report will be emailed directly to board members.

Use of Assessment Data:

See data tabled at the meeting.

Use of Technology:

Denise's input is vital here and she is unwell at the moment. She is aware that the evaluation is due and I will email the data on when it is available.

Revised NZ Curriculum:

Ratification of the vision, mission and values to be discussed this evening along with draft goals for 2010.

Investigation of Mentoring Programme:

The MEX and Enterprise areas have trialed mentors with a great deal of

success throughout the year. MEX used internal mentors with Year 12 students looking at Merit and Excellence endorsements in Level 2. Enterprise worked with external mentors in a business setting. Various individuals also were involved in mentoring programmes as support for behavioural issues. Our feedback has led us to believe that we will target the Y12 and 13 students in 2010 and place an emphasis on including external mentors using Enterprise as the best practice model. – See 2010 Annual Goal

National Administration Guidelines:

NAG 1: (Curriculum):

NAG 2: (Planning & Reporting)

NAG 3: (Personnel)

Staffing appointments have been made in:

Biology – Natalie White

Physics – Warren Judkins

Mathematics – Euan Simpson

Y7/9 LTR – Michelle Suddaby

HOD ENG – Readvertised and we have two strong candidates we are pursuing.

OP – The final piece of the jig saw will be known on Friday morning and we will offer the position on that day.

Hostel – In progress

We have had reasonable choice for each position, except the English job but after readvertising we are happier with the choice.

NAG 4: (Finance & Property)

Currently working with Ronnie and HOD's on Science and Music spaces for next year as we are entitled to new spaces under growth.

Progress on OP building is going well.

NAG 5: (Safe Environment)

Refer to discipline under committee

NAG 6: (Legislation)

ILC:

Claire has been absent for medical reasons but she is well but not back at work. The ILC have been running an alternative OP programme for students not involved in exams.

Hostel:

Report from Duncan to me:

Business as usual here at the hostel.

Strategies in place for study with some students finished their programme
Review of the exeat system about to begin with current hostellers, locals and
parents.

Regards,

Wayne

23/11/2009

MAC VISION

‘To be the best possible learning community.’

Based on:

- **Partnerships**
- **Excellence**
- **Integrity**
- **Innovation**

‘Ha aha te mea nui o teā o? He tangata! He tangata! He tangata!’

What is the greatest thing in the world? It is the people! It is the people! it is the people!

MAC MISSION STATEMENT

‘Our mission is to provide a unique and exciting learning adventure for individuals. We aim to provide a happy, innovative, sustainable and respectful environment in which to develop lifelong learners. In partnership with our community we will help individuals to develop self-responsibility, confidence and excellence, in order to reach their full potential as citizens of the world.’

MAC VALUES

- **Excellence**, by aiming high and by persevering in the face of difficulties
- **Innovation, inquiry and curiosity** by thinking critically, creatively and reflectively
- **Diversity**, as found in our different cultures, languages and their heritages
- **Equity**, through fairness and social justice
- **Community and participation** for the common good
- **Ecological sustainability**, which includes care for the environment
- **Integrity**, which involves being honest, responsible and accountable and acting ethically; and to **respect** themselves, others and human rights

MAC ANNUAL PLAN 2010

- **To foster and develop Community Partnerships**

Expand the mentoring programme to include more students and gaining greater access to members of the community (MEX, Enterprise and SIC are existing models of best practice).

Initial targets are MEX students going into Year 13 and then expanding to include all Year 12 and 13 students.

- **To support innovative learning programmes**

To develop integrated programmes which meet the needs of the revised curriculum and provide a more stable and supportive learning environment.

2010 – Year 9 and targeted Year 11 students.

- **To continue to nurture and recognise the special nature of New Zealand's bi-cultural heritage**

To recognise the importance of regular PD sessions in Maori tanga to increase staff knowledge and awareness.

To raise the awareness around the college through a designation of space and involvement in opportunities for the Kapa Haka group to perform in festivals.

- **To provide a high quality physical learning environment**

To identify strategies to deal with the lack of space for teaching Music and Science.

To investigate the feasibility of creating a MAC outreach campus in the Ahiriri valley.

- **To improve literacy and numeracy skills so that students can fully access the curriculum**

To implement a literacy support programme across the Year 7-10 area of the college with the support of the University of Otago.

To continue to develop literacy and numeracy assessment analysis systems in Years 7-10.

The BOT will request the Friends of the College to undertake a full review of the school uniform and the management there of.

PRINCIPLES

The curriculum at Mount 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 Mount 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 Mount 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.

Cultural Diversity

At Mount 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 Mount 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 Mount 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 Mount 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 Mount 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 Mount 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 Mount 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.

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

<p>Thinking</p>	<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.
<p>Using Language, Symbols and Texts</p>	<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.
<p>Participating and Communicating</p>	<p>Communities:</p> <ul style="list-style-type: none"> • Be actively involved in family, whanau, school and local community. <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.