

Minutes of Mount Aspiring College Board of Trustees Meeting held on 1 September 2009 at 6.00pm

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

Welcome

G Ruddenklau welcomed everyone to the meeting, in particular Vicki Ashton.

Apologies:

D Schikker/M Barton moved that the apologies be accepted. Carried.

Curriculum Focus: Mid-year curriculum report

Vicki Ashton reported on the mid-year curriculum reports.

- The process worked well this year with the use of a template, and reports were completed in a timely manner. The reports were read by the two faculty heads and the principal who then met to discuss and identify general issues. Vicki then compiled the summary report. In addition each department will receive specific feedback.

Highlights:

- Departments had identified a good range of goals and were making progress towards achieving them.
- Good big picture planning was happening and strategies are being in place to deal with issues and student achievement.
- The new curriculum is being worked on and integrated into departmental plans.
- Astle tests for reading were positive compared to national averages. The writing tests are still in progress and maths is being done at the end of the year to make the comparison with other schools fairer. Reports have been produced for NZ European and Maori students, but a gender breakdown would also provide useful information.
- Achievement in internal assessment is good but students are selective in their input for externals. Students need to take practice examinations more seriously as compassionate considerations at the end of the year will be based on these in future. Usually about 5 or 6 students may apply for compassionate consideration.
- The MEX programme at Year 12 is being championed by Heather Watt, and the model would be useful at any year level.
- Teacher Aides in classrooms are helpful particularly at junior levels. Whilst they may be in class to assist with specific students they can also help the teacher in other ways and with other students.
- It was noted that there is a group of teachers, the "FLAG" group, which is looking at many different concepts relating to the curriculum, options offered, class structure, etc, and their ideas are evolving over time. A teacher only day is planned for next term and this may move forward some of those ideas.

Areas of interest to note:

- Access to computers and data projectors is an issue, particularly for the use of senior research assignments that must be done under supervised conditions. It was noted that various ideas are being explored to combat the problems, and these may be linked to the provision of a wireless network being set up next year, eg. having pods of laptops for class use outside the computer rooms.
- Physical space, particularly of specialist areas, is a serious issue. The college is currently limited as the long term building plan is dependent on Ministry funding being made available, and in the meantime may have to look at other ways of solving the problems such as flexible learning times, different start and finish times, etc. It was noted that teaching staff have asked for an explanation of the finances, and it was agreed that M Barton and G Ruddenklau would attend the next full staff meeting on Wednesday 16 September to give an overview of the financial situation.
- Literacy skills were identified as a barrier to achievement for some students across a number of levels and subjects. A college wide literacy approach is needed and inclusion in the Senior Literacy Project may assist with this in 2010. It was also noted that Year 7 Asttle results have highlighted that students are entering the college with lower levels of literacy that we would expect.
- Behavioural issues affecting learning, particularly amongst boys at junior levels, has been raised as an issue. There is a strong predominance of boys in each year group from Year 7 to Year 10, and this needs to be factored into class organisation, teaching and learning approach, subjects offered and pastoral care next year. If any changes are suggested to class organisation (eg. running a boys' class) there would be consultation with staff and parents beforehand, as whatever is put in place needs to be advantageous to all students in the year group. Learning styles and the teaching approach could be just as important as splitting the boys into a separate group. It was noted that our boys do better than boys from other schools at NCEA, but our girls do better than our boys.
- Senior students tend to prioritise their workload and make decisions about what they do and don't do, which are not always in their own best interests.
- There are no major issues with the performance of Maori students.

Process from here:

- Senior management will be looking at ways to address the issues raised, and the Board needs to consider the report from the perspective of the strategic goals.
- Asttle data on writing and mathematics will be sent out when available, plus an update on NCEA data.

It was noted as a positive that both Class Act recipients this year are strong academic achievers.

Vicki was thanked and left the meeting.

Strategic Goals:

1. Revised curriculum – W Bosley noted that there was nothing to add to what had been covered in the mid-year curriculum report.
2. Strategic planning workshop – a date was set for Tuesday 15 September at 7.00pm. The aim will be to agree the vision, values and strategic goals. An email will be sent out when the copies of the parent questionnaires are ready to collect, and the staff and student feedback should be available by 11 September.

Principal's Report

A written report was circulated with the agenda. In addition W Bosley reported:

1. Wanaka Schools Strategy document had been circulated to board members for comment. This was a Ministry of Education document predicting population numbers through to 2026, which will have weight when the Ministry makes decisions on future property planning. The Ministry has finally accepted that population growth in the Wanaka area will continue and this could assist in building a special case for getting additional property funded in advance rather than in retrospect of roll growth. The weakness in the document is that it is based on census districts and did not include Hawea Flat which is one of our main feeder schools. W Bosley has spoken to the Ministry statistician and has obtained the statistics with Hawea included, the difference in 2026 is : Wanaka 771-782; Wanaka and Hawea 1105-1176. In its current form the report is useful to illustrate growth but it would be more more useful if Hawea numbers are added. It should probably also include Tarras and Makarora.

It was noted that Wakatipu High School is to lose its Years 7 and 8, and the question was raised whether there is a risk of that happening at Mount Aspiring College. The situation is different here from Queenstown as the MAC campus has room to grow, although it was suggested that rather than continuing to spread that future building in the heart of the school should go to two storeys.

It was agreed that the Board should not ratify the Wanaka Schools Strategy document until the changes have been made and approved.

2. A proposal has been sent to Central Lakes Trust for funding for a special programme for a group of Year 10 boys who are having a strongly negative effect on the rest of their year level. All conventional strategies used with the group have had very limited success. An alternative two week programme has been suggested based on a outdoor journey followed by a structured reintegration back into school. The students are currently disengaged from learning and from the community. Their behaviour has been antisocial and they show little remorse when their behaviour is challenged. In some cases the parents are also looking for help.

Other funding sources that could be explored are the Lions Club and the Masonic Lodge. Also there is another funding proposal in the pipeline for a similar programme to be offered Central Otago wide, and it would be helpful to know the details of this and if it is something that we could feed into.

3. Staffing intentions for 2010 have been requested and should be back to W Bosley by Friday 4 September. Fixed term staff have all been advised that work is not guaranteed for next year, and there will be a need to take a conservative approach to staffing numbers at the start of next year as roll growth cannot be assumed in the current climate.

To date the following is known for 2010:

- Siobhan Quayle has resigned following two years of leave without pay.
- Melissa Johnson is intending to return to part-time work following maternity leave.
- Perry and Carol Brooks have been granted leave without pay for terms 3 and 4.
- Chris Waugh has been granted leave without pay for the 2010 school year.
- Katie Bassett-Allen has been granted leave without pay for the 2010 school year.
- Gena Bagley will be part time in 2010 teaching three classes.
- Jo Hawkins is planning to move north for family reasons but is waiting to gain a new position before resigning.
- Caitlin Harvey (Pujol) has resigned from her position as Assistant Hostel Manager.

A letter to be sent to Siobhan from the Board acknowledging her resignation.

D Cassaidy / L Jolly moved that the meeting move into committee in order to discuss a staffing issue for which privacy is required. Carried.

D Cassaidy / A Penniket moved that the meeting move out of committee and ratify the decisions made. Carried.

4. Climbathon

- Organisation for this event is ongoing.
 - The venue is to reopen in a couple of weeks and the new owner is happy to work alongside the college and for the college to use it as a fundraiser.
 - Okay to open it to the community for a gold-coin donation and a challenge to climb Everest.
 - Need a title for the event and parameters for the competition and a goal for the fundraising effort.
 - To be the first weekend of Term 4 – 17/18 October.
5. PPTA has requested a paid union meeting at local branch level, this will be held on Wednesday 9 September from 2.00pm. This is during exam week – exams and Year 7/10 classes will be staffed with non-union members so it will not affect normal activities.

6. Feedback from the staff on the sale of the school house included concern that it was not a good time to sell the house, and secondly that it was helpful to have cheaper accommodation available for new staff especially those with young families, and that this incentive should be retained if possible, even if not at Kowhai Drive. If the house is sold the Board would receive 40% of the rateable value immediately, which would be a valuable asset for the Board. Other ways of offering incentives could be looked at.

A Penniket/L Jolly moved that the Board request DTZ to sell the house. Carried.

7. Property plan – the Opus proposal for a music suite will be circulated. There is also an external group looking at creating a performing arts venue in Wanaka, and it would be helpful to know what their plans are for possible collaboration.
8. W Bosley reported that Lakes Leisure have increased the swimming pool fees for school use to such an extent that it makes swimming lessons unaffordable. The college and primary schools should approach Lakes Leisure to request a review of the fees, and if the response is not satisfactory then go public.
9. A trip is planned to Argentina in 2010 for the Spanish language students, this would be a joint venture with Otago Girls High School.

Chairperson's Report

G Ruddenklau reported back from the Foundation meeting held on 31 August.

1. The Foundation has asked the Board to consider whether they may need use of the Language Centre building from 2011. Otago Polytechnic would need to be advised in March 2010 if it is not going to be available for them to lease in 2011.
2. Infinity would be interested in a sponsorship deal for the vans and J Beattie would ask Hetty van Hale to put a proposal together.

Finance Report

A reforecast to the end of the year was presented which showed a positive outcome for the year. This was to be sent to the South Island Financial Advisor for the Ministry of Education, who had expressed concern following the 2008 results.

QLDC has not yet responded to an appeal regarding the application of mixed use residential rates to the hostel which would cost around \$12,000 per year.

The lease with Otago Polytechnic for the Language Centre building has been renegotiated by the Foundation to \$27,000 plus costs, an increase of over \$7000 per annum.

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

Self Review:

1. Health and Safety Review

The final report for the Health and Safety review was included with the agenda. The audit committee was generally satisfied with health and safety practices, and the recommendations mainly related to updating the policy and procedures. G Ruddenklau reported that all policies and procedures were currently being updated and will be published in a way that is more accessible to staff.

W Bosley will follow up to ensure that the recommendations of the report are carried out and will report back in Term 1 next year.

The next self review will be of Property (NAG 4).

2. Personnel Attestation

A personnel attestation was presented to the Board. Due to shortage of time discussion of this was deferred to the next meeting.

Other Business

1. It was agreed that the aim should be to distribute papers for Board meetings by the Wednesday of the week prior to the meeting.
2. D Schikker reported that she was planning to attend a Sports Council meeting in Dunedin on 17 September with Kellie Bailey.
3. A Penniket reported that there is a MACLIC open evening planned for Tuesday 8 September, which has been advertised in the Wanaka Sun and the Messenger as well as the newspaper. Board members were recommended to visit the MACLIC webpage <http://macliv.wordpress.com/> which is a wonderful site set up by the Librarian, Florence Micoud.

Next Meeting Agenda:

- Curriculum focus: Music Department, ICT Department
- Self-review: Charter/strategic plan, Property, Personnel Attestation
- Strategic goal: Review 2009 annual goals.
- Special topic: Performance Management

Minutes of the Previous Meeting (28 July 2009)

G Ruddenklau moved that the minutes are an accurate record of the previous meeting. Carried.

Matters Arising

1. The visit to the Wanaka Primary School site will be scheduled for when the weather is more favourable.

Correspondence

As circulated.

1. Information on the Central Otago Board of Trustees Cluster Meeting will be forwarded to the Board (7.30pm, Wednesday 14 October at the Gold Gate Hotel, Cromwell).
2. A request has been received from the Lions Club for use of the gym for a Lions Convention in February 2011, when they are planning to serve food and alcohol. It was agreed in principle that this event could go ahead with appropriate arrangements made at the time. It was agreed that in responding to the Lions Club they also be requested to consider the proposal for funding of the Year 10 alternative programme.

Date of Next Meeting:

Strategic Planning Meeting	Tuesday, 15 September 2009, 7.00pm
Next BoT meeting	Tuesday 20 October 2009, 6.00pm,

Meeting finished at 9.20pm.

Signed as a true copy of the minutes:

Chairperson

Date

Summative Mid Year Curriculum Report 2009

GENERAL SUMMARY:

This year Heads of Department were given a general template to follow which gave guidelines as to what areas to address in their report - see Appendix 1. This year all reports were received and were of a high standard, giving the Curriculum Committee good information on which to base the achievement of our students and the immediate future directions of our curriculum areas. HODs will receive this report as well as subject specific comments from me and the Principal.

THE HIGHLIGHTS OF THE REPORTS:

- **The analysis of departmental goals** was done very well. All departments have specific goals that they are addressing over 2009 and progress has been reported on. Examples of goals involved reviewing Junior programmes, improving moderation results, addressing aspects of the New Curriculum, developing common assessment tasks, establishing links with other teachers in other school, introducing more technology into the programme, increasing achievement in senior areas, implementing the Science Action Plan...
- There was evidence of very good "**big picture planning**" in many departments and of **specific strategies** to improve student achievement. In areas where student achievement was of concern, departments have put in place constructive measures to help improve outcomes.
- **The New Curriculum** - there was good evidence that departments are working towards implementation in their subjects areas and this will be supported by the college with a further Teacher Only Day later this year.
- **In the Junior School, achievement** is at a good level with regard to most "core" subjects and at expected levels in other subjects. There are areas (Reading and Writing and Numeracy) in Year 7-10 where groups of students are not performing at the expected level. In all cases these issues are being addressed. In the case of Year 10, for example, Reading, the Astle test used focussed on a particular type of text that was not so familiar to students and this was likely to be the cause of the poor performance of some of the students.
- **In the Senior School, achievement in Internals** was reported as very good and highly valued by the students. However, performance in formative Externals did not follow the same pattern, with teachers noting that students tended not to prepare well for these.
- **The MEX programme**, operating at Year 12 and instigated by Heather Watt, is helping to motivate and push more able students to achieve at their potential level.
- **The Teacher Aides** are seen as a definite bonus in classes. They not only help with the specific student they are assigned to, but they also help with other students who need assistance to keep on task.

AREAS OF INTEREST FOR THE BOARD AND CURRICULUM COMMITTEE

- Many departments raised the issue of **access to computers and data projectors**. The use of computers for internal assessment in the senior school and for class work in all areas is becoming commonplace, but the available rooms are often fully booked requiring lots of juggling, postponement and adjusting learning programmes. In terms of the College's Technology Strategic Goals - are they addressing these needs mentioned in the reports adequately or do the strategic goals need reviewing?

- **Physical Space** - Sciences, Music, Languages and Physical Education departments all raised legitimate concerns with regard to classroom, laboratory or specialist space. This is probably one of the most serious issues raised in the reports and one which needs to be referred back to the Board and the Long Term Property Plan. The two classrooms that are coming on line in 2010 may help to alleviate this problem - but not the issue of specialist spaces.
- **Literacy Skills** in specific subjects were seen as a barrier to achievement for some students. This was mentioned in subjects like Social Studies, Science and Technology. The College is looking at being included in the Senior Literacy Project in 2010 which may be able to offer extra strategies to assist students struggling with literacy issues. Recognition that literacy programmes are a school-wide responsibility and not just for the English Department is important.
- Several reports expressed **concern about behavioural issues of junior students - predominantly boys**. These concerns were not at the serious end of the scale - but it was noted that the behaviours were restricting the learning opportunities of the pupils concerned. Related to this is the gender split at different year levels. The ratio of boys to girls is as follows: Year 7 - 58:52, Year 8 - 42:28, Year 9 - 64:42, Year 10 - 52:31. There are obviously things that we should be looking at with respect to structure of next years classes, programmes we offer and pastoral care. It would be fair to say that much of our classroom content suits a girl's style of learning over a boy's at present.
- At **Senior level** it was observed by many that students performed very well in internal assessment and took their opportunities very seriously. However, this was not the case with practice external assessments in which students underperformed and were generally ill-prepared. By their own admission, the students prioritise their time and commitments and practice externals come down the list. They also commented that they would put the work in when it was needed. The MEX programme at Year 12 is attempting to turn this trend around for that group, but the value of formative assessment must be reinforced to the students at all year levels.
- In order to maximise our physical resources in the school we will have to get **creative with our use of time** in the school day. This will be necessary to gain access to places like the gym, music room and science labs for all classes. Already some subject areas are teaching classes before school and during lunch hours to gain access to specialist spaces. This needs to be carefully monitored with regard to workload on staff and students alike - but at present, for some, there is no alternative.
- It would be useful to gain access to **Year 6 data** from our contributing schools in order to better cater for learning issues that present themselves in this cohort.
- **Maori Student Achievement** - Subjects have been reporting on the progress of Maori students. In general most students are achieving at appropriate levels with some achieving at very high levels. In almost all cases appropriate strategies have been put in place to assist students not achieving to potential. (in Appendix 2 there is a breakdown of Maori / European student achievement for the data that is available at present.)

Areas to be Addressed by Management:

1. Discuss the options for gaining increased computer access in 2010 - particularly for senior assessment. (Second year this has been an area of concern).
2. Endeavour to meet the requests for technology assistance from various departments.
3. Consider the Board's long term property plan in the light of requests being made for improved and increased physical spaces
4. Creative use of time to improve access to specialist classrooms.
5. Support literacy initiatives to improve student learning.
6. Continue to support the implementation of the new Curriculum and possible new initiatives

that may come from this.

7. Support the initiatives that enhance senior achievement.
8. Resource, where appropriate, initiatives that are put in place to assist with student behaviour issues.

APPENDIX 1:

TEMPLATE FOR A MID YEAR CURRICULUM REPORT

The following is to be used in conjunction with the "Subject Curriculum Reporting" document handed out at the beginning of the year. A Mid Year Curriculum Report should provide the following information to Senior Staff and the Board of Trustees:

1. Overview of the Department.
<ul style="list-style-type: none">• The number of classes and roll size at each level• The teachers at each level
2. Annual Goals
<ul style="list-style-type: none">• What are your departmental goals for the 2009 year?• What progress is being made towards these goals?
3. Student Achievement by Year Level (the following is an example for Year 7)
<ul style="list-style-type: none">• What statistics/data form the basis for this analysis?• Year 7 graphs or tables of achievement.• Analysis of achievement - the following should be commented on:<ul style="list-style-type: none">➢ General statements of group performance and points of interest.➢ Successes within the group, strategies used, general rather than specific students. (no names please)➢ Frustrations or difficulties encountered - possible causes.➢ Achievement of Maori Students➢ Achievement of Gifted and Talented Students.
4. Where to Next (e.g. for Year 7)
<ul style="list-style-type: none">• What must the department focus on next for this Year Level?• What strategies must be tried or re-focussed or reinforced?• What help might we need?

Steps 3 and 4 are repeated for each year level taught in the department.

5. A conclusion for the analysis.
<ul style="list-style-type: none">• A brief summing up of the state of the department with regard to Student progress.• A brief summary of the "Where to Now" points.• A brief summary of help/assistance that may be required.

APPENDIX 2:

Achievement of Maori students - Years 7-10

For this part of the report - comments from departmental curriculum reports and from the results of AsTTle testing done during the year were used.

AsTTle tests in Reading, Writing and Maths give overall information of student performance at MAC compared to national performance. Unfortunately Maths results wont be available until the end of the year and not all teachers have completed Writing testing.

This year there are the following numbers identified as Maori on our Student Management System:

- Year 7 - 14 students out of 112
- Year 8 - 5 students out of 71
- Year 9 - 11 students out of 106
- Year 10 - 16 students out of 84

From the Curriculum Reports the progress of Maori students is specifically commented on. Students achieved over a range of levels and were either commented on as achieving at the appropriate level for their age/ability, or where this was not the case, strategies were outlined to assist.

The prevalence of Maori students in the statistics of students needing support was not obvious.

When looking at the report and AsTTle data for 2009 Maori students scored similarly to European students for Reading, Writing and Mathematics in our school. When compared nationally, their results were generally at or above the expected level. For the tables of the Yr7-10 Maori and European AsTTle results in reading, see attached console graphs.

Multi-test Console Report for Subject: Reading

Group: All Test Candidates

Number of Tests: 4

Period Tested: June 2009 to June 2009

Interaction Effects

Ethnicity: NZ European

Language: All

Location: All NZ Schools

No. of Students: 311

Year: 7,8,9,10

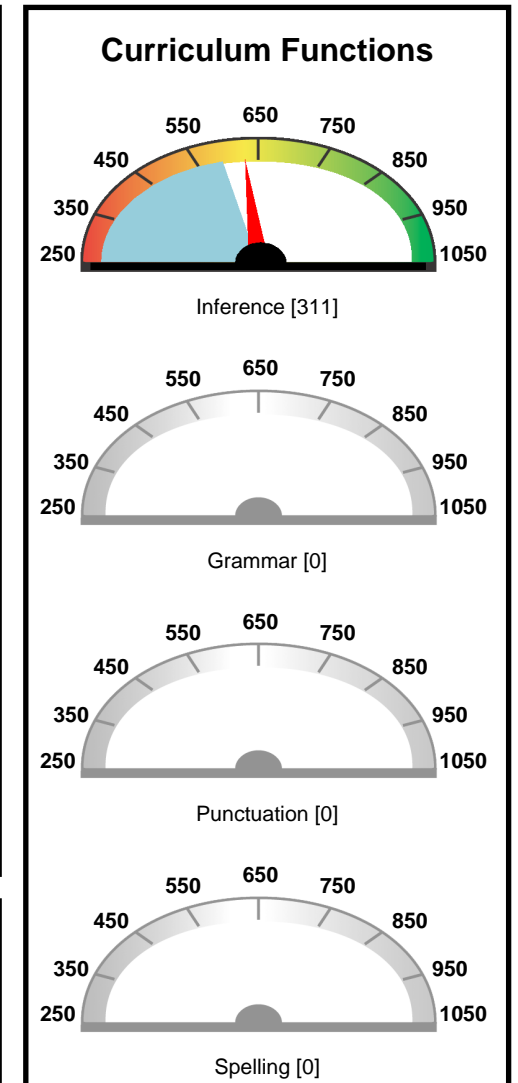
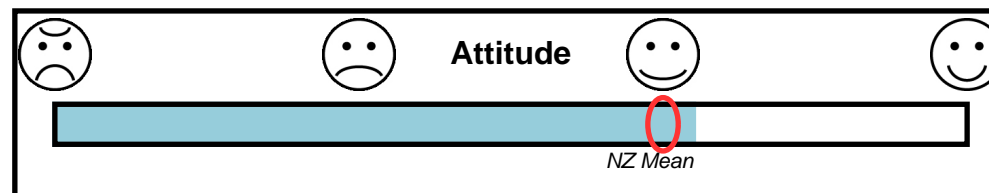
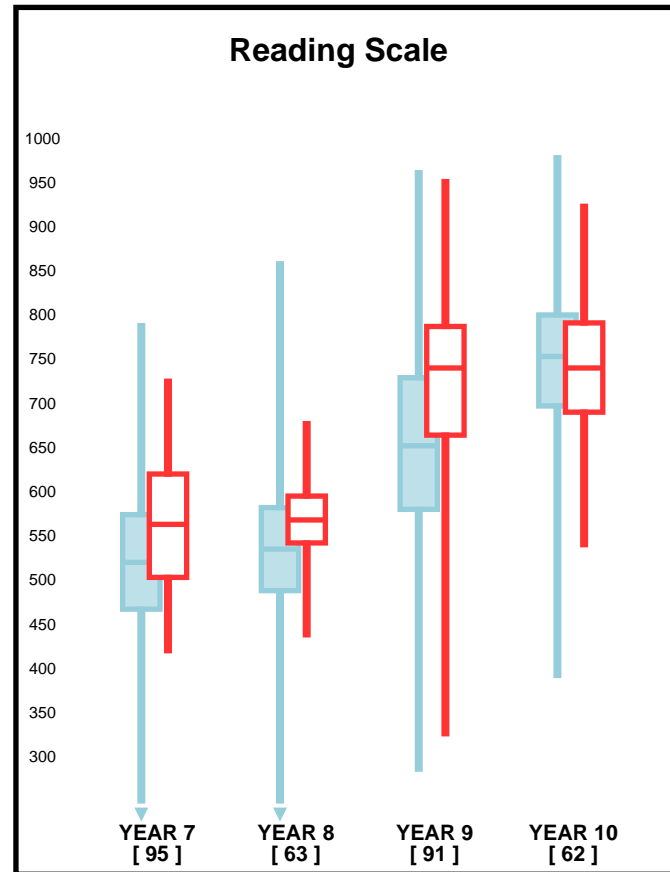
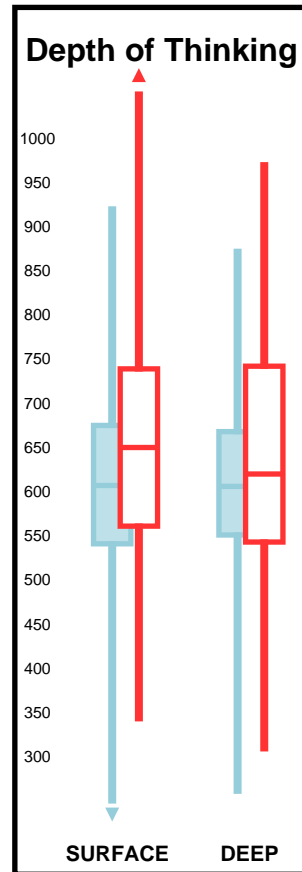
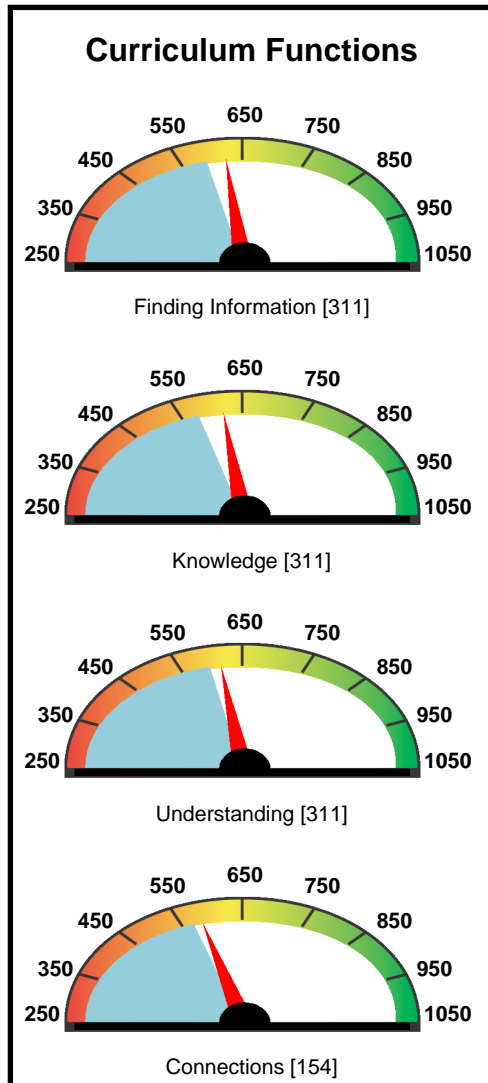
Cluster: All Clusters

Gender: All

NZ Performance: 

Your Group Performance: 

No. of Results: [n]



Interaction Effects

Ethnicity: Maori

Language: All

Location: All NZ Schools

No. of Students: 44

Year: 7,8,9,10

Cluster: All Clusters

Gender: All

NZ Performance: 

Your Group Performance: 

No. of Results: [n]

