MINUTES OF THE MEETING OF THE WESLEY COLLEGE BOARD OF TRUSTEES held in the meeting room adjoining the Dining Room on Thursday 28 March 2019 commencing at 5pm.

1.0 ADMINISTRATION

1.1 PRESENT: David McGeorge (in the Chair), Jeff Johansson (6.19pm), Gillian Laird, Sepa Tala'imanu, Rhys Gabriel Uinise Smythe, and Brian Evans

1.2 CONSTITUTION OF MEETING: Mr McGeorge constituted the meeting with prayer.

1.**3 APOLOGIES:** Norman Johnston, Nasili Vaka'uta, Imraz Sahib, David Denny, Rose Tapuvae Papuni. Jeff Johansson for lateness and Uinise Smythe who will leave early.

1.4 IN-ATTENDANCE: Mr Richard Smythe, HOD Digital Technology, Mrs Rita Fatialofa, HOD Careers and Barbara Ngataki, Minutes Secretary

WELCOME
Mr McGeorge welcomed Mr Smythe and Mrs Fatialofa to the meeting.
Mr McGeorge also expressed the Boards appreciation for the 2018 NCEA results.

Mr Richard Smythe, HOD Digital Technology

Mr Smythe reported on his tabled summary.

Digital Technology 2018

Year 12 – Level 2 Total Credits Gained	Student Number	Left WC early
0	2	2
3	2	2
10	14	
12	1	
13	1	
16	1	
19	1	
	TOTAL 22	TOTAL 4

By Standard		Credits	Student Number
2781	Manage & Protect Data	3	20
6743	Design & Ergonomics	2	18
2788	Desktop Publishing	5	18
2783	Components of a Computer	3	3
25655	Website Construction to a brief	3	2
5940	Multi media Presentation	3	2
TOTAL 19			

Year 13 – Level 3 Total Credits Gained	Student Number	Left WC early
0	4	4
3	2	2
5	1	
8	9	
13	2	
	TOTAL 18 credits	TOTAL 6

By Standard		Credits	Student Number
5968	Social Implications	3	20
25658	Interactive Website	5	18
2785	Spreadsheet Solutions	5	18
TOTAL 23			

Difficulties
Year 13
Database Construction   5
Interactive Media/ Scripting/ Coding   5

The wording used in Level 2 standards is:- Implement advanced procedures….; Skilfully implement advanced procedures….; Efficiently implement advanced procedures….

OR

Demonstrate advanced understanding….; Demonstrate in-depth advanced understanding; Demonstrate comprehensive advanced understanding…

The wording used in Level 3 standards is:- Implement complex procedures….
One standard at level 3, the multi-media web-site project, the students were expected to write their own brief unaided. Students were given a choice of topic and design, so the brief varied from student to student.

Mr Smythe advised that students struggle more working independently with scripted and HTML coding summative assessments. Mr Smythe advised that Mr Wood had offered a solution by way of a screen video/app that students could independently work with to complete assessments.

Suggestions – Next Steps
- Junior Digital Technology Years 9 and 10 to introduce Computational Thinking
- E.g. Scripting/ Coding & Algorithms/ Simple HTML, SQL, Spreadsheet Formulae & Pivot tables
- Level 1 (Basic Skills and Understandings)
- Level 2 (Advanced Skills and Understandings)
- Level 3 (Complex Skills and Understandings)

Seek more teacher time to teach digital technology at an earlier stage of learning. Work on independent learning. Peer learning is most often helpful at a junior time of their lives or during formative tasks in the senior classes however, it must be an individual effort unaided at the assessment stage of the programme.

Students, plan, design own brief, listen to the client, write documents to explain how to achieve goal, work independently.

Students frequently forget taught skills; especially at the start of a new week. Absence has abated considerably 2019 in comparison to 2018 so this is a big step forward. The use of little annotated screen videos (2019) help students to notice details they have missed or forgotten. For instance, the explanation and demonstration of a Photoshop skill such as digital masking of a layer.

Mrs Smythe enquired why digital technology was not a subject at junior levels.

Mr Smythe advised that in 2012 junior technology stopped. The subject also changed from Achievement Standards to Unit Standards. It has now returned to Achievement Standards. Mr Siliasau did run a programme called Scratch, which was for junior students.

Mr Smythe advised that in 2020 he will rewrite the course outline as it has changed again. He also hopes to visit more Decile 1 schools to view how their programmes are running.

The Principal advised some of the problem is we are a small school and it comes down to staffing and the ability to spread those teachers across the curriculum however digital technology will be an option for Y9 and 10 in 2020.

Mrs Tala'imanu also advised that digital technology is integrated with Mathematics, Science and other curriculum areas.

Mr McGeorge thanked Mr Smythe.

Mr Smythe left the meeting at 5.29pm

Mrs Rita Fatialofa, Careers and Transition

Mrs Fatialofa reported on her tabled summary.

Mrs Fatialofa advised that the students are a blessing to teach and she is always excited to hear what they need to work towards their career choices and pathway at each year level.

Career Objective: - To create awareness of potential career choices and explore the implications and requirements for a suitable career pathway.

Career Project	Title	Career Activities	Expectations
1	School-wide Career Pathway Awareness Activities	1 Wesley College Careers Expo – 25 tertiary providers and organisation stall holders 2 Year 9 and 10 Social Studies – Careers Awareness work module 3 Year 11 Transition Course – 1 Term – 10 credits 4 Year 12 Transition – Course – 1 Term – 9 credits 5 Year 13 Transition	1, 2,3 and 4 Met expectations 5 Did not meet expectations
2	Year 13 Individual Career Pathway Mentoring	1Individual Career Pathway Interviews 2 Individual online applications one on one with each Year 13 student Individual Destination interview 3 30 Year 13 students attended Waikato University Open day 4 Year 13 students exposed to University of Auckland, Otago, Massey, Victoria, AUT.MIT, Unitec, Crown, G and H Agricultural Training, Air New Zealand Aviation, New Zealand School of Tourism, NZ Welding, NZMA etc.	1,2,3,4, Met expectations
3	Tertiary Relationships, Equity Workshops for Maori and Pacific Island	1Coordinate school's partnership and scholarship relationships 2Facilitate scholarship administration for priority Year 13 academic students for Excellence and other available Scholarships from Auckland University, Otago	1,2,3,4 and 5 Met expectations

	students, Scholarships	University, Waikato University, Manukau Institute of Technology, Victoria University 32 students awarded the University of Otago Pacific 2 day On Campus Experience in Dunedin (all expenses paid) 4)Year 12 First Foundation 5) Scholarships awarded by University of Auckland, Waikato, Otago, and Victoria 6)Crown Institute of Studies awarded 5 scholarships for one year 7) Year 9, 10, 11 and 12 Maori and Pacific Equity programmes at University of Auckland. KATTI and PILOT 8 University of Auckland Science, technology, Engineering and Medicine Programmes for Year 13s and 10s.	
4	Learners License Education	1Priority 13 Transition 2Remainder of Year 13s	1Met expectations 2 Did not meet expectations.

Expectations: Most were met, however improvement is needed in the 13 Transition course as the students can be disengaged at times and do prefer practical work. There is a stigma attached with 13 Transition in regards to unit standards and a soft subject. The important role of the course is to equip the student with life skills and opportunities leading to apprenticeships, entry level work of further tertiary study.

Students are offered 4 hours of transition. It is important to offer a variety of learning experiences. With limited access to chrome books, there is a need to provide a high volume of teaching and learning resources.

2018 Challenges

1. Limited quality access to chrome books and pcs to consistently complete work and applications during an efficient time frame.
2. Lacking time allocation to create and build external relationship building with apprenticeship opportunities

2019. Looking ahead.

3. A school wide shift is required from a classroom based careers education programme to equip students with a proactive student approach to seek career and job opportunities on an efficient time management schedule.
4. The Watson Day Centre could transform into a one stop shop for all students e.g. a Careers, Scholarship, Learners License, MIT, vocational pathways, Gateway hub however currently lacks cohesion with other staff members working on their own, equipment and infrastructure to take it to the next level of professionalism. Stand up computer stands for careers, scholarship applications, internet access, but most importantly, a team of people need to work cohesively to deliver quality pathway outcomes for our students.

5. The careers transition workload is enjoyable and satisfying however we are missing the mark with our students who are very blessed and optimistic and require time and a cohesive approach to their development of a career pathway.
6. 25 chrome books are needed in the Careers Centre asap.

Ms Laird enquired if Mrs Fatialofa has access to COWs.

Mrs Fatialofa advised that she does have access and there are 4 computers in her area however access to the network is very poor.

Mrs Fatialofa advised that there is no one size fits all in her department; she must meet with every student to discuss what their future goals are to assist them to achieve those goals whether it be tertiary or apprenticeship.

The Principal enquired if students were tracked after they left.

Mrs Fatialofa advised that there is no formal document but she does have anecdotal information.

Mr McGeorge enquired if students return for assistance.

Mrs Fatialofa advised that some students do and she does assist them.

Ms Laird enquired if there was any data on where students have transitioned to which could be used when considering curriculum subjects.

Mrs Fatialofa advised that she could locate transition data for students the 1st year but after that it is the tertiaries that record what school a student is from.

Mrs Fatialofa advised that her goal is that every student leaves with something and somewhere to go.

Mrs Smythe enquired why only Y13 progress to a drivers licence.

Mrs Fatialofa advised that funds are limited and she has to prioritise however, it is available to Y11 and 12.

Mr McGeorge thanked Mrs Fatialofa.

Mrs Fatialofa left the meeting at 5.57pm.

Student Representative Report:

Miss Gabriel apologised for her non-attendance and reported on her tabled report.

Miss Gabriel advised that there has been discussion/suggestions about encouraging more students to take up leadership roles and the possibility of establishing more House Captains.

Miss Gabriel also requested that the Board consider females having a more fitted blazer and being able to wear a school tie and vest. Students have also appreciated being able to wear their tupenu again.

Miss Gabriel advised that there is still some resistance from the boys where girls are concerned. The boys still feel it is a "boys' school" and not co-ed.

Ms Tala'imanu advised that the school has been co-ed for a long time.

Mr McGeorge advised that it is the intention that Wesley College will be fully co-educational. The boys will have to come to terms with it.

The Principal advised that the boys behaviour was part of the reason why the girls rugby team did not want to play at Wesley last year however when they did the boys were very supportive. The Principal also advised that female students have been leading the way in activities like swimming and athletics.

The Principal advised that he has been considering a service leadership model where students are encouraged to take up roles from Y11 ie arts, Chapel, environment leaders. Students work their way through year levels and earn their Prefect roles rather than just apply in Y13.

Mr McGeorge thanked Miss Gabriel for her report.

Miss Gabriel left the meeting at 6.05pm.

MEETING ADJOURNED FOR DINNER 6.05pm
MEETING RECOMMENCED AT 6.20pm

ACKNOWLEDGEMENTS

- Mrs Ngataki advised of the passing of Mr Sahib's mother inlaw in Fiji.
- Mrs Ngataki advised of the passing of Mrs Smythe's brother in January.

The Board acknowledged and expressed its condolences for Mr Sahib's and Mrs Smythe's loses.

2.0 STRATEGIC DECISIONS/DISCUSSIONS

2.1 Board Secretary

It was **AGREED** to receive the Principal's resignation as the Secretary to the Board.
LAIRD/MCGEORGE
AGREED

Following discussions it was **AGREED** to recommend to the May meeting of the Board that Mrs Ngataki be appointed the Board Secretary. **LAIRD/MCGEORGE**
AGREED

2.2 2019 - 2021 Charter / Transitional Strategic Plan

It was **AGREED** to receive the NZSTA information regarding the 2019 - 2021 Charter / Transitional Strategic Plan.

2.3 2020 Annual / Transitional Plan

It was **AGREED** to receive the NZSTA information regarding the 2020 Annual / Transitional Plan.

3.0 MONITORING

3.1 NAG 1: Student Learning, engagement, process and achievement

- **Receive the Principal's Report**

General Comment

The Principal advised that the term continues to move at a busy pace. Swimming and Athletics sports have been completed. Sport practices and Polyfest preparations have continued. Fiafia night was on Wednesday, 13 March with performances at Polyfest the following Friday. Unfortunately due to the tragedy in Christchurch the Saturday was cancelled. The whole school attended on the Friday and were quite magnificent in the way they looked and presented themselves.

NAG 1: Student learning, engagement, progress and achievement

School Roll

2019	Full Roll		Day		Boarding	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Year 9	65	24	26	12	39	12
Year 10	54	23	21	7	33	16
Year 11	67	12	13	5	54	7
Year 12	48	17	11	8	37	9
Year 13	52	10	12	4	40	6
Sub Total	286	86	83	36	203	50
Total	372		119		253	

> **International 5**
> **Domestic   367**

Attendance
Continues to be very good with parents buying in to returning their children by 5 pm Sunday. Attendance during Polyfest was a real highlight with a vast majority of the school doing the right thing. 22 students were absent on the Thursday compared with 150 at the same time last year.

Stand downs and Suspensions
There has been no stands or suspensions today from a day school perspective. 2 Students have been stood down from the Hostel for several days.

'REP' (Reading Enhancement Programme) reading programme
This is a project that is continuing this year designed to greatly help our students later in the senior school. There are increased numbers for 2091. Results form 2018 were very positive.

- 20 students Year 9 REP 3 x weekly
- 12 students Year 10 REP 3 x weekly
- 10 students Year 9 Reading Plus 2 x weekly
- 10 students Year 10 Reading Plus 2 x weekly
- There are also 15 students mixed 9&10 IXL on a Numeracy programme

Reading Recovery programme
This is a computer based reading programme that has an excellent reputation in lifting student reading levels. This, along with REP, will be critical aspects in lifting student reading performance.

BYOD
Is progressing well, 104 computers have been purchased to date.
The Principal advised that the number of Chromebooks issued has increased since writing his report. It's likely, that 70% of students in Y9-11 will have a Chromebook in the next couple of weeks.

- **Receive the 1 March Return and Roll Summary**

It was **AGREED** to receive the 1March Return and the Roll Return Summary.   **LAIRD/MCGEORGE**

AGREED

3.2 NAG 2: Self-Review – Refer Principal's Report

Department Reports

2018 Reports and 2019 Annual Plans have been received from each of the Heads of Department. The reports have provided a breakdown of attainment for each of the achievement standards assessed in 2018. Annual Plans set goals for individual teachers and the department that are aligned to the School wide Annual Plan.

The departmental reports also provide commentary on department goals, finances and other department issues, review achievement standard selection, trends in attainment, endorsements, pedagogical changes required and comparisons against national attainment levels. The full Department Reports and Annual Plans are available should you wish to read them.

However, I will be inviting HoDs to attend board meetings in the future to present key points from their reports.

Curriculum development and middle leadership PLD Review - findings (compiled Chris Wood, Brian Evans and Nicky Glasgow – MOE)

	2017-18	**Area of focus for 2019**
Evaluative Capability	Each of the Area reports responded to the quantitative NCEA data and strategic priority questions. The level of interrogation and inquiry was the point of differentiation across the reports. The spectrum varied from highly self-reflective, the locus of change identified around organisational management and teaching practice, to a more limited inquiry in to practice. The latter did not provide enough evidence of an inquiry in to the Who, Why, and How. These reports tended to be narratives that are more descriptive and the accountability or responsibility for change particularly around student achievement/engagement was mostly with students. In some cases, the strategy to mitigate achievement risks was to reduce the course by limiting standards or increasing the pre requisites to sort students. The alternative to this is to consider more purposefully, what could be adapted to ensure students had access, and were supported to achieve through teaching practice. To support this it would be good for leaders to interrogate what was working – the successes. There were reports that describe the conditions of success but did not consider enough how these might be scaled and sustained. This was particularly around engagement and contextualised learning with a careers-led pathway approach.	- Data analytics - Examine different data sets to create more comprehensive data narratives that support evaluative inquiries in to organisational and teaching practice. - Data sets could include (but not limited to) - Student voice - Retention and transition data - Destination data - Engagement - Career pathways

	There were innovation referred to re content or curriculum delivery and identified as very successful in motivating student achievement outcomes etc. however this was not substantiated in the student achievement data	
Cultural Intelligence	None of the reports provided any reference to cultural responsive practice. How identity, culture and language shaped learning and student access to learning. However, this could be a place for some attention as it would directly connect to the challenges expressed in the reports about student engagement, expectations and investment	• Again, gather and use different types of data sets to look at learning outcomes through a culturally responsive practice agenda. • Targeted student and teacher voice would be valuable to start this process
Student Achievement	The key challenges that were identified in the reports (with perhaps the exception of the ARTs) is listed below Challenges around achieving the 14+ credits across NCEA Level 1, 2 and 3 External versus Internals Student retention in to pathways Student pathways and or destinations at risk due to challenges with externals	• Look at student achievement data through the lens of pathways ie how students are progressing through the senior curriculum and how this determines where they go after they leave, and the qualifications they achieve. • Destination data • Retention and transition data • Backward mapping
Learning Pathways	Some unresolved tensions that were referred to in the reports include; Vocation vs. Academic Diverse responses to the value proposition of learning through external partnerships and EOTC. There was 1 report that referred to careers or destinations as a driver for success however this was only for highly engaged students. The outcomes were very successful in terms of achievement but there was no apparent agenda to scale this approach to others that might be in greater need of support	• Look at an overall careers strategy that would support engagement, achievement and retention of students in to coherent and meaningful courses • Look at external partners eg industry that might partner with the school to achieve this including leveraging existing relationships

Ideas for middle Leadership PLD

1. Gather more data around middle leadership practice to acquire greater insight in to the relationship between leadership practice and outcomes for students

The data gathered through multiple means and internal external data sets but I think this will provide the platform for an inquiry culture and evaluative practice to build the capability of middle leaders.

The heading listed above would be the framework for the data gathering process. This includes

- Evaluative capability
- Student Achievement

- Cultural intelligence
- Learning pathways

2. Determine through an inquiry in to the data what the collective understanding of educational success and wellbeing is for Wesley students – current and future states

3. Develop actions of inquiry to test theories of practice located around the umbrella concept of the relationship between leadership and student achievement using the headings above. These should build on existing strengths that were identified in the reports of which there are many.

Mrs Smythe enquired if there was support and professional leadership development to extend senior managers.

The Principal advised that he is working across SLT to provide appropriate support and PLD opportunity.

3.3 NAG 3: Personnel - Refer Principal's Report

Staffing

Christine Wardle (English) who was LTR for term 1, has now been appointed for the rest of 2019.

3.4 NAG 4: Property and Infrastructure

- **Hostel Council - Refer Principal report**

Work on Harding and all classrooms is now complete to a very pleasing standard.

- **Finance Report – P&F Sub-Committee**

Mr McGeorge advised that the sub-committee did not meet today.
There will be reports for the May meeting of the Board.

- **Charity Applications**

It was **AGREED** to reaffirm the following applications. **JOHANSSON/LAIRD**
AGREED

TO	Amount	For
Pelorus Trust	$744.07	Camera Equipment

Mrs Smythe left the meeting at 6.39pm.

3.5 NAG 5: Health and Safety- Refer Principal's Report

PB4L (Kairangi) initiative continues this year and is well embedded as part of Wesley practice. Raising expectations and teaching students how to behave with specific school values in mind (Respect, Responsibility, Family, and Excellence) is the key to continuing a settled and engaged student body.

3.6 NAG 6: Administration and Compliance

- **Combined Community / Māori and Pasifika Consultation - Term 2,** no items

- **2019 Parent and Staff Representative 2019 Elections Update**

Mrs Ngataki advised that Mrs Wheatley has registered with NZSTA as the Returning Officer.
One nomination has been received for staff representative and there have been a number of enquires for the Parent Representative roles however, no nominations received yet.

- **Compliance Sub-Committee - Refer Principal's Report**

The NZQA liaison is visiting shortly to check progress with our moderation processes for NCEA as prescribed by the NZQA. This is an ongoing project and is progressing well under the guidance of Chris Bean.

4.0 ADMINISTRATION

4.1 Approve Minutes, 28 February 2019

It was **AGREED** to confirm the minutes of the meeting held 28 February 2019, as a correct record.

JOHANSSON/LAIRD
AGREED

4.3 Correspondence

DATE	OUTWARD	REGARDING
01.03	Denise Bellette and Wayne Morrison	Acknowledgement Classroom Upgrade

DATE	INWARD	REGARDING	SUGGESTED ACTION
Mar 09	STAnews	Issue 270	Information

TABLED:
Aqualab: Drinking water results for the gymnasium kitchen

MATTER'S ARISING:

- Mr McGeorge noted the STAnews for information.

It was **AGREED** to approve the outward and receive the inward correspondence.

JOHASSON/TALA'IMANU
AGREED

6.1 Identify agenda items for next meeting

- Appoint the Board Secretary
- HoDs: Gavin Sheppard, HoD Technology Hard Materials and Annemarie Lalakai, HoD Music

7.0 IN-COMMITTEE

It was **AGREED** at 6.50pm that in terms of Section 48 of the Local Government and Official Information Act 1987, the public be excluded from this part of the meeting, to discuss matters which, in public would infringe the privacy of a natural person under Section 9(a) of the Official Information Act 1989.

MCGEORGE/JOHANSSON
AGREED

It was **AGREED** that the Board of Trustees return to open meeting at 6.56pm after discussing student discipline and staff matters.

JOHANSSON/MCGEORGE
AGREED

GENERAL BUSINESS

- **175th Update:**

It was **AGREED** to receive the 175th Organising Committee - March Minutes.

Mr Johansson advised the committee is working toward finalising the programme and as per the minutes have included a guest list for both Boards to consider and feedback to the committee.

The committee has asked if the boards would consider covering the costs for the guests, the cost of the dinner is $60 per head.

Ms Laird enquired as who was making funding applications.

Mr Johansson advised that no one has taken up making funding applications.

Ms Laird advised that PAC may have funding available. They meet in June so an application would have to be made quickly.

Ms Laird to provide Mr Johansson with information.   **GL**

Mr Johansson is working on advertising to event.

- **Tomorrow's Schools:**

Following the email trail from Mr Johnston, Mr McGeorge enquired as to what board feelings are toward joining the group wanting to make a submission.

The Principal advised that he felt it was not necessary for the board to be involved at this stage however, the Principal did feel that board members should log on and complete the survey.

The meeting closed at 7pm with members sharing the Grace with each other.

Signed as a correct record this 23 May 2019

Norman Johnston
CHAIRPERSON