

Board of Trustees Minutes

Wednesday, 19th February 2020, 6.17pm, Rolleston College

Adjournment of 12th February 2020 Board Meeting post Principal recruitment meeting and discussions.

Agenda Order		
1.0	Welcome	Who
	1.1 Present Tim Hartnell, Bronwyn Hoy, Greg Knowles, Natasha Rodley, Lynley Shaw, Patrick Saunders, Rachel Skelton, Barry Ward.	Chair
	1.2 Apologies. None provided.	Chair
	1.3 Agenda/order paper Further to our meeting on the 12 th February, Trustees to cover remaining agenda items <ul style="list-style-type: none"> ● 6.0 2020 Annual Target Review ● 9.0 ERO Review 	Chair
2.0	<p>6.0 2020 Annual Target Review</p> <p>Supporting Documents</p> <ul style="list-style-type: none"> ● BOT Annual Planning and Reporting Cycle ● Charters and Analysis of Variance: Guidance for secondary schools. <i>Key actions due Jan & Feb this year</i> <ul style="list-style-type: none"> a. Update charter and targets to incorporate any changes (Principal/Board) b. Charter and budget ratified (Board) c. Charter shared with community (Principal/Board) d. Systems set up for monitoring/ review of progress for targeted students (School Leaders/Teachers) e. Implement support for target students (School Leaders/Teachers) f. 1 March: Charter and Analysis of Variance due to the Ministry (Board) <p>6.1 Review 2020 Target Review</p> <ul style="list-style-type: none"> a. Charter/Strategic 2020 Goal Review * Pages 10 to 15 extract <p>6.2 AoV Data. Well-being. Numeracy & Literacy Reports. * Extracted from supporting documents in Principals Report</p> <ul style="list-style-type: none"> a. Charter/2020 Annual plan * full copy b. Analysis of Variance c. NCEA 2019 Analysis d. Ako SOLO Analysis * Updated with 2019 Data e. R2L High Level Interventions Report 	

- f. Wellbeing Report 2019
- g. Professional Development
- h. EasTTle Analysis of Literacy and Numeracy 2019
- i. Attendance Report

(A) Charter / Annual Plan Board Review

- Q. Given one of our goals is to create a strong whanau connection for all learners, are we asking for the separation of year 12?
- A. Yes, however, we still have a strong whanau connection because all learners work alongside and within their whanau group and supported by whanau celebration. Additional to this and post our learner leadership camp, we are going to look at what peer support looks like with whanau. We are also going to look at the SLT portfolios and responsibilities to ensure whanau connection remains strong.

- Q. In terms of Professional Development (PD), we are showing that we underspent our budget in 2019. This signals to me that we are not doing or planning enough?
- A. We set ourselves a very healthy PD budget because we didn't know who was coming on and the skill of the individuals within that cohort. Our PD Budget has always been healthy so that any individual or group that needs to grow could do and continues to be a focus.
- Q. Great but how will we signal that to staff? As the first thing that happens when budgets are under review is to cut PD.
- Q. There is also a staff perception that we blew the PD budget last year, but these figures don't reflect that perception.
- A. We did not blow the PD budget. In fact if you look across the budget, our Senior leaders have their budget, which is under budget. Our school-wide PD budget for teacher only days has its budget, again under budget. The funds within these budgets could have been used.

I also don't believe that Steve or our leadership team ever communicated that we had overspent our budget and that PD was declined, so not sure where this perception stems from? We did, however, exceed our relief budget and given PD and Relief go hand in hand the underspend in Teacher PD does, however, offset the overspend in Relief. Granted, we had more left in our overall PD budget to support teachers requesting PD.

Moving forward our development focus is on Middle Leaders, Pedagogy, Innovation and Wellbeing. So we can certainly signal that moving forward. We are also looking outside the education sector for leadership courses that would supports our focus..

ACTION: Review PD process to ensure associated costs, including relief, are being communicated with Staff and SLT team. (Completed)

ACTION: Review reporting on Professional Development across school and Relief budgets to ensure there is transparency of how we are tracking against budgets and this is signalled appropriately. (Completed)

- Q. What about Professional Development for our New Staff?
- A. Our new staff can apply for PD the same as our existing staff. Additionally, we are currently hosting fortnightly meetings for new staff that focuses on their professional development and helping them navigate and adjust to how we do things. Recently we had a focus on Duty. On Monday, we are looking at academic, relationships, behaviour and wellbeing. Next week teacher registration and associated requirements.

Q. Both the AKO leaders and our Learning Leaders are an important part of the school, in terms of professional development how do we redress this balance?

A. When we think about our journey so far, building relationships and a sense of belonging within AKO was a priority. However, as we get to our senior years, that focus needs to be on academic achievement and transitions beyond Rolleston College. So our focus for 2020 is middle leaders and continues to be staff wellbeing.

Q. In terms of our learners, are our year nine learners as connected as our year twelve learners?

A. It took a long time for our year nine 2019 cohort to transition last year, and it came with its challenges. That cohort took a long time to take ownership, develop respect and foster a connection with the school. Our 2020 year nine cohort has similarities with our 2018 year nine cohort and have transitioned smoothly into College life.

Q. So how do we make that connection happen faster and stronger?

A. Good question, we would need to look at the process and data.

ACTION: School to review year nine transition and data to see how we can develop a sense of belonging and connection with learners earlier “faster and stronger”?

Q. We indicate a partnership with Taumutu is important, yet there appears to be no mention of them?

A. It's certainly not through a lack of trying. We have been attempting to engage in lots of different ways, but making contact has been tricky, and they have had a lot of staff movement. In saying that Taumutu has helped with both the development of our School Haka and Kapa Haka outfits.

Hayden is attending Kahui Ako meetings on behalf of the school, and they are currently looking at cross-school Maori development to lift engagement and achievement.

Our College Vision and Identity were founded in partnership with Taumutu, thanks to Liz Brown and Establishment Board members. We continue to honour this partnership through the use of Taumutu's Cultural narrative, which is evident in AKO and Connected. This needs to be a higher priority.

Staff cultural and competence in Te Reo Maori is growing, and Whaea Jamie has created a Rolleston College website for Te Ao Maori. Our whanau evening engagement and participation was high.

Q. Any more questions on our strategic plan? * None noted.

(B) Analysis of Variance for Board Review

Q. As a Board, does anyone have any questions?

Q. Did we get feedback from learners about AKO (Page 1 - Point 3 and quality of coaching and connection)?

A. Not sure if we have asked that specifically. Our AKO coaches ask reflection-based questions and connections will come through in the belonging survey within each whanau.

Q. I am not so worried about a sense of belonging but more how am I as a teacher connecting with that learner and how effective is my coaching for that learner.

A. We have a lot of new staff at present but something we can look at in a couple of terms. And look at what we would keep, stop, and start. It could also fit nicely after learner conversations and give us a comparison point.

Q. As a Board I don't really care about new or old staff more about their ability to connect with that learner. For me it's just about connection and as we get bigger are they evolving and grasping this concept.

A. Potentially something we could get more visibility of as I don't believe we have ever got any learner feedback to see what if this is happening.
For instance, how many are having actual mentoring conversations and what is the frequency of those conversations. In terms of quality of the conversation that may need work because how would we measure that. Would be good to look at the data for that and it would be good to seek that data to know where we are at.

ACTION: Look at surveying the quality and frequency of the Coaching conversations across our school. (Pending)

ACTION: Can we look at the formatting, so it is easy to read * documents provide to school for actin (Completed)

Q. Just an observation, when I was speaking to a Senior Leader, they were unaware of the data. So not all AKO leaders shared their whanau belong data with their Senior Leaders.

A. Our SLT members all have revised portfolios and responsibilities, some taking on new Whanau, so some are more aware and exposed to it more than others. But belonging in Whanau is essential and should be guided by SLT, so probably needs some work.

In terms of Whanau belonging results, they are all sitting at much of muchness. Hotoke has dropped. Sarah and I looked at this last year, but we put that down to staffing changes.

Q. Can we make sure that the previous commentary regarding Professional Development, Taumutu partnership and other components are also captured in this document?

A. Yes, of course.

Q. Could we get some of our learners to present to the Council? The future extension is an excellent project to show the Council that builds our learner leadership at the same time.

A. Yes, good plan.

ACTION: Once finalised school to organise our learners to present to council regarding our extension alongside the Board. (Pending)

Q. I like the adaptation of Wednesday afternoon sport. However, I was really surprised at the lack of participation. Is this because of club involvement?

A. Early on we had enough staff to cover our sports obligations, however, as we get bigger and we take on more like NCEA, it is harder to sustain. Also, some of our sportier kids are getting jobs; they are working at Countdown, Robert Harris and New World affecting their ability to participate.

Q. Given the numbers, it does make me wonder why we are letting kids out early if they are not participating in sport. If it's only 36%, should we be running other programmes?

A. We could look at running Art, Science, Drama and or Robotics clubs. It is a balancing act with teacher workload and availability.

ACTION: Investigate other clubs (Art, Science, Drama and or Robotics) to compliment Wednesday afternoon sport. (Pending)

Q. In terms of sharing with the community, we could look at getting a digital display external to the building to post student work.

A. Great idea.

ACTION: Bronwyn to obtain quotes for a digital display option.

(C) NCEA Analysis for Board Review

Q. As a Board, we have seen this previously, does anyone have additional questions?

Q. Can we do anything about the 70-day learners?

A. No, but we are looking to get some additional learners across the line.

Q. Will this count in 2019?

A. It depends on when we can get them across the line; there is a cut off date where it cannot be changed.

(D) AKO / Solo Analysis for Board Review

Q. As a Board we have seen this previously, does anyone have additional questions?

Q. When you look at the Term 4 2019, the numbers don't total to 100% we are only at 89%. Is this right?

A. Hmm, let me look into this?

Q. Can we also change the heading from Rolleston Reads onward and add page numbers?

A. Yes.

Q. Does anyone have additional questions?

A. No further questions or suggestions noted.

ACTION: Review 100% numbers in AKO / Solo Analysis Report (Completed)

ACTION: Review Headings and Page numbering within AKO / Solo Analysis Report (Completed)

(E) R2L Report for Board Review

Q. Obviously we don't like the look of one of these. However, does anyone have any questions?

Q. What does ERO look at?

A. They will look at the data and our Restorative practice. One of our self-review questions is about restorative practice and have we as a Board, followed the procedure for disciplinary matters.

Q. Does anyone have additional questions?

A. No further questions or suggestions noted.

(F) Wellbeing Report for Board Review

Q. Does anyone have any questions?

Q. A lot of acronyms, can we simplify that moving forward. What is ELL? And it looks like we are using abbreviations for people, can we put this in full or remove it and make general comments.

A. ELL refers to our English Language Learners. Yes we will look at developing this report.

Q. Who does this report go to?

A. The Board however ERO will also see it.

S. Our counsellors are extremely busy?

A. Yes, very much so. We are working on developing a risk matrix report to ensure we wrap around our at-risk learners.

Q. Is that list a small percentage of our learners?

A. It is continually changing; some kids get unwell for a short time others for longer. So something we continue to monitor and explore.

Q. One of our dispositions is resilience. Are we genuinely allowing our learners to fail so they can build resilience?

A. Yes, but it's not just about failing and learning from failure. It's not that they don't fail or even try.

Anxiety is more prevalent in this generation than ever before. Disagreements are not stopping at the school gate, and social media plays a part. It would be interesting to get the numbers.

It is also hard to undo what comes through from primary school and a College we have to deal with those behaviours. So more work within Kahui Ako might see us have a more consistent approach across schools

As a school, we use Te Whare Tapa Wha to focus on learner wellbeing, and within R2L our Ask First Tell Someone practices we believe means our learners are talking more and seeking help appropriately.

Having Matt and Fran is excellent, as they complement each other, but we may need to get a third counsellor at some stage.

Q. Does anyone have additional questions?

A. No further questions or suggestions noted.

(G) Professional Development for Board Review

Q. We talked about this previously. Does anyone have additional questions?

A. No further questions or suggestions noted.

(H) EasTTLe Analysis of Literacy and Numeracy for Board Review

Q. Any questions on the EasTTLe Analysis of Literacy and Numeracy Report?

A. No questions noted.

Q. From a non education perspective this report was hard to read. Can we look at this moving forward?

ACTION: Develop EasTTL report so it is easier to read from a non educator perspective?

	<p>Given Maths was one area of concern, I am happy to see our Math's results.</p> <p>Q. Any questions on the EasTTLe Report? A. No further questions or suggestions noted.</p> <p>(J) Attendance Report Review for Board Review</p> <p>Q. Any questions on the Attendance Report? A. No questions noted.</p>	
3.0	<p>9.0 ERO Review</p> <p>Supporting Documents and Key Dates</p> <ul style="list-style-type: none"> ● Guidelines for Board Assurance Statement and Self Audit Checklists ● ERO submission due 5th March 2020 * now the 19th <ul style="list-style-type: none"> a. ERO Submission Requirements b. ERO Review: Preparation Questions ● ERO visiting week beginning 23th March 2020 <p>Trustees reviewed Board Assurance Statements and Self-Audit checklists. Document updated throughout the meeting. (Link: DRAFT Board Assurance Statement and Self Audit Checklists)</p> <p>Given the Board has been here since 4.00 pm and it is now 8.40 pm I propose that we postpone the International Student School Assurance statement until the next Board Meeting. Between now and then we will complete a draft copy for Board review and ratification.</p> <p>ACTION: Board Assurance Statement and Self Audit Checklists to be reviewed and ratified at the 18th of March Board Meeting. Draft copy of the International Student School Assurance Statement checklist to be developed for Board review at the 18th of March Board Meeting. Barry seconded. Carried unanimously.</p>	
4.0	<p>General Business</p> <p>Meeting closed 8.40pm.</p>	Board Chair
	<p>Recruitment Process: Thursday 20th February, 9 am to 3.30pm</p> <p>Next Finance meeting: Wednesday, 18th March 2020 - 6.30pm</p> <p>Next BOT meeting: Wednesday, 18th March 2020 - 7.00pm</p>	Board Chair