

**AGENDA**  
**Special Meeting**  
**Ōtorohanga College Board**  
**Thursday the 19th of May, 2022**  
6pm, College Library

**Board Members:** Chloe Cawte (Student Trustee), Lyndsay Kurth (Acting Principal), Micheal Ritch, Jaimee Tamaki and Duncan Coull (Presiding Member).

**In Attendance:** Leighton Parsons (Acting DP), Gillian Diprose (Specialist Advisor), Ram Chetty (LoL Technology and Wood), Stoffel Wilken (LoL Maths), Romano Manuel (LoL English), Fiona Parsons (LoL Arts, Music and Performance), Nikita Dorne (Acting LoL PE and Health), Diane Pemberton (LoL Science, Chemistry), Vianni Ward (LoL Social Sciences, Accounting and Business Studies) and Monica Clark (BOT secretary).

**Meeting opened: 6:00 PM**

**1. Opening and Karakia:**

- a. Apologies: Chris van der Heyden and Kim Ingham.

**2. Leighton Parsons presented Senior NCEA results, with the following points highlighted/discussed:**

- a. Outcomes for male and female students are very even. The exception is for University Entrance, however in last year's cohort a lot of males went down trade pathways. All who wanted to go to university were able to.
- b. Of concern: The longitudinal data shows a gap between achievement for students based on ethnicity. The school has plans in place to narrow that gap including the Pūhoro tutorial group which will work with Māori students in STEM areas (science, maths, technology) and will follow them through school from Year 11 to 13.
- c. There will be 100 hours of professional development for furthering the use of Māoritanga in the classroom.
- d. Literacy/Numeracy: Individual tracking is strong to ensure it is very hard for a student to slip through cracks.
- e. Teachers teach to Excellence level. Students are given clear information on what is expected to reach that level. It is made a high priority, mediocracy is not settled for and teachers have moved away from deficit theorising.
- f. Endorsements: Student results were affected by covid and the lack of face to face contact and discussion. This resulted in a decrease in Course Endorsement grades,

which has a flow on effect as these feed into Certificate Endorsements. The predicted 'second wave' of covid could be an issue as it could lead to this happening again.

- g. Achievement is celebrated with initiatives including pizza lunches and at prize giving and assembly.
- h. A potential issue is that parents and leaders of business still don't understand endorsements so there is no impetus for students to strive for Merit and Excellence, rather than just a pass. This will be resolved with information sharing and connection with various College stakeholder groups.
- i. NCEA: There are huge changes coming. The College needs to make sure parents and the community are on the journey with us. Lyndsay is presenting a series of workshops within the Kahui Ako (local primary schools) so they know what to expect when students transition to college. At the next Business Breakfast the College could present an info session on NCEA.

**3. Lyndsay presented Junior Assessment results, with the following points highlighted/discussed:**

- a. Literacy Achievement of students coming through to the College is of huge concern. A Stanine 4 to 6 result means the student has average achievement. Only four Year 9 students achieved at Stanine 7 or above. Based on data from primary schools, some students weren't asked to sit the test. They weren't even at Stanine 1 level and the test would have been soul destroying. Those students have gone back to phonics and learning to read and write.
- b. How is the College working through this issue?
  - i. Students are tracked and monitored. The College must know where students are at and what support is required. The student, their whānau and the SLT meet to co-construct an individual learning programme. There must be genuine links with whānau and the learning programme must be maintained throughout the year.
  - ii. LoLs have discussed measures to encourage enthusiasm for reading, such as SSR.
  - iii. More resources are needed, including: more teacher support staff and additional support in classrooms. The Learning Support Centre is awesome, but like a circus. The College and Board need to instigate strong practices to target literacy initiatives with the Charter and Budgeting. The Pathways Centre staff do not have enough hours to do the job asked of them. Potentially, Millani's hours need to be increased and Kristofer's classroom hours need to be reduced.

- iv. Student achievement results will be presented to the community for community ownership. Primary schools need help, there may be assistance available in the community that can be drawn upon, funding or skills wise.
- v. There is a discrepancy in testing at Primary level compared to College expectations. This will be discussed with the Kahui Ako.
- vi. The data will be analysed to investigate what is driving the results, is it gender? Ethnicity? Home situation?
- vii. Teachers need to be provided with literacy strategies.

**4. The Leaders of Learning discussed the following areas in relation to their subject: Strengths, Opportunities, Working On and Assessment Opportunities.**

**Romano Manual - English**

Literacy is needed for all highschool subjects. Strong students need to be extended, weaker students need support. With the ASTTLE test it is easy to get a 4, by applying basic literacy including full stops and capital letters. Add a few fancy words and a student can advance quite easily. Students need to apply themselves. Romano would like to see a reasonable shift with the middle group. Every Year 9 will sit the Canterbury University Exam. This is an externally assessed exam which really shows the College how we are doing. Students are given an achievement rubric so they have a clear idea of what they need to do to achieve. Seniors are only given Excellence exemplars, so complete work to that level. Year 12s are suffering two years of covid.

**Vianni Ward - Social Sciences**

The Social Social Sciences Department is run by passionate teachers, whose strengths include having a strong community focus and excellent connections that enable community knowledge to be incorporated into learning.

Opportunities for students include: Rangitahi business - Juniors work with Young Enterprise on a one to three day programme in Hamilton. Partnering with Aotahi - A local business group who will work with students from conceptualising a product, conducting market research to designing the end product. The department has connections with talented local accountants who write resources for the Wānanga. There are opportunities for MoE involvement in enriching programmes and providing PLD. Talks are underway with Tom Roa, local kaumatua, to understand and incorporate local histories and Te Reo with Mātauranga Māori learning. Agribusiness opportunities are being strengthened. Waitomo is seen as an incredible resource for learning due to its geography, business and mātauranga māori opportunities.

A focus group has been established to work on the new history curriculum to ensure the department is in a strong position to move forward with the changes coming in the next year.

### **Dianne Pemberton - Science**

Māori students' uptake of science is strong due to targeted support from the science department. Teachers strive to get to know students and ensure the learning environment is safe and inclusive. Collaborative, hands on, wānanga style learning draws students in. Students choose to continue to learn there due to the genuine care provided by teachers, even if it's not a career pathway choice.

Science is also a literacy based subject. Assessment methods are developed in conjunction with student voice and aspirations.

### **Stoffel Wilken - Maths**

The Maths Department aims to make maths fun and increase student engagement. Maths sometimes has a bad reputation. Some of the misconceptions the Maths Department have to counter include: "Why do we have to do this?" "Where in life are we going to use this?" "I can't do maths, so my kid can't either."

Strengths: Staff are cohesive in their teaching approach and willing to ensure their own learning is up-to-par. They are part of the NCEA pilot programme so when the new standards come in they will be one step ahead. They have moved to teaching juniors in small groups or 'pods', which provides a transition from primary school to the increased demand of secondary school learning. It enables better support of students and consolidation of skills.

Challenges: The difference between Achieved and Excellence is big. Practical learners can be intimidated by maths, which is counteracted by using real world examples.

### **Fiona Parsons - Arts**

Ōtorohanga College's ability to offer four subjects in this area is great for a school of this size. The small class sizes enable teachers to really know the students, their strengths and weaknesses and affords great flexibility to specifically target programmes to student needs and interests.

Moving forward: With the easing of covid restrictions momentum is building again. There will be increased opportunities for performance and hopefully an 'eye opening' trip to see a play in Auckland or Hamilton. Mel O'Brien, an amazing local dance tutor, will return for dance lessons.

Resourcing: It is an expensive subject, everything is technological and pricey. The College doesn't have enough working gear to perform in certain situations. Other funding options are being looked into, hopefully there is \$5,000 coming from a generous local donar, but that is a drop in the

bucket of what's needed. More community support is needed. For Visual Arts, we don't have enough working computers or adequate photography equipment, including photoshop software.

Issues: The Arts Department was hugely affected by covid, with a lack of opportunities for group work, performance experience, face to face learning and community connection. Termly performance nights had to be canceled and mandates affected itinerant teachers available. Classes had to be taught outside, or with masks on, and singing wasn't allowed! Last year's production shows the flip side of this, and how students blossom and excel when given opportunities to perform.

Students often come to the College with no performing arts or music experience. Literacy is essential to enable the leap to reading music. It is often seen by parents as a subject with limited usefulness, advocacy is possibly needed.

### **Ram - Technology**

Strong capability in reading, writing and maths is needed for this subject. Students work with real world working models, they develop products for a 'client' such as a parent or community group. This provides instant feedback for teachers and students: Who is it for? What do they need? Live google slides are used to provide whānau with opportunities to see where a student is at with a project. Some projects created have included dog kennels and picnic tables.

The Technology Department has strong community ties, timber is sourced from the community and students are highly sought after as apprentices for local businesses. Ram has the ability to assess BCITO standards for College students and community members.

### **Nikita - PE and Health**

Students want to be there and are enthusiastic and passionate. 83% of Year 12s choose to take one course in this subject area. Staff are flexible and dedicated. There have been lots of changes necessitating staff to step up with responsibility and their own learning. Strong collaboration and support amongst the PE and Health team have enabled this to happen whilst continuing seamless delivery of teaching and engaged learning. Literacy is also crucial to ensure success in this subject.

Working on: The PE and HHealth Department has worked hard to ensure hybrid learning can continue if covid measures escalate. Dealing with uncertainty around government and MoE rules and staff and student reactions to covid measures has been challenging. The ideal learning environment is face to face. Junior booklets have been created, these include a year's worth of planning and ensure lessons are taught consistently whether at school or remotely via a Google

Classroom. This gives staff and students certainty in knowing what is upcoming and bridges any gap or disadvantage, ensuring seamless transition of learning.

Students are provided with opportunities to experience various assessment methods so they are comfortable with the process when they reach NCEA level. Students receive instruction in building healthy and safe relationships with the Mates and Dates and Loves Me Not programmes. This learning incorporates wrap around support where needed from experts, including councilors or police. Staff are also supported to ensure wellbeing of staff and students, should a student make a disclosure. The PE Department aims to boost participation in school events and continue to utilise outside experts to boost specialised skills.

## **5. Closing and Karakia**

### **Duncan Coull - Presiding Member**

Staff were thanked for their presentations and evident passion and care for all students at Ōtorohanga College. The Board has huge respect for the mahi being done within the school and asked that the LoLs and teachers to continue to let the Board know what it can do to support them. The Board is here to serve the teaching staff, which in turn serves our students.

**Meeting closed: 8:35 PM**

Minutes are true and correct:



Duncan Coull

**BoT Presiding Member**

Date: 25.08.22