

ADMINISTRATION

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

PRESENT: David McGeorge (presiding member/proprietor's representative), Gillian Laird (proprietor's representative), Fifita Viria (parent representative), Sakeo Buke (parent representative), Jean Paul Eason (staff representative), Mrs Carla Makiha (Parent representative), Dr Shane Edwards (Limited Statutory Manager) and Brian Evans (Principal)

APOLOGIES: Te Aroha Rountree (proprietor's representative), Rev. Kuli Fisi'iahi (parent representative), and Lauraly Taia (student representative)

IN-ATTENDANCE: Mrs Hola Finau (Parent/Member of the Public), Barbara Ngataki, Board Secretary

WELCOME/INTRODUCTION:

Mr McGeorge welcomed Mrs Charlotte Saunders, DP and Mr Chris Wood, DP to the meeting of the Board.

ACKNOWLEDGEMENTS: There were no acknowledgements

STRATEGIC DECISIONS/DISCUSSIONS

- Confirm the 2023/2024 Delegations / Sub-Committees:

Dr Edwards advised under the Child Protection and Complaints Policy does not require an Emergency Committee. The policies have delegated the Principal with authority to act as the manager therefore does not have to convene a meeting to make a decision. If there is an escalated decision, then it is brought to the Board for approval. Emergency Committees are no longer required.

It was **AGREED** to confirm with amendments the 2023/2024 Delegations/Sub-committees with amendments

**MCGEORGE/LAIRD
AGREED**

- Annual Plan Analysis of Variance (AOV)

It was **AGREED** to receive the Annual Plan Analysis of Variance (AOV) as read

**MCGEORGE/EVANS
AGREED**

- Wesley College Annual Accounts Year End 31/12/2022 as attached

Mr McGeorge advised the school will receive the final accounts in a few weeks and will sign the statement of responsibility. A copy of the final accounts will be sent out when it is signed.

It was **AGREED** to receive the Draft Annual Report for the year ended 31/12/2022

**MCGEORGE/EVANS
AGREED**

NELPS - NATIONAL EDUCATION AND LEARNING PRIORITIES

OBJECTIVE 1: Learners at the centre: Learners with their whanau are at the centre of education

1. Student Wellbeing: Creating a safe and inclusive environment

- **Pastoral Report**

Mrs Saunders reported on the Pastoral report

Mrs Saunders advised she has only been involved since the beginning of the year and the focus has been on improving the schools' pastoral systems, reviewing procedures and how we support and care for our students to ensure we have a robust system.

Another area is the use of KAMAR and standardising how entries are made, not all entries are disciplinary some are pastoral, health or welfare matters. We are trying to build a clear picture of every student so interventions can be put in place as early as possible. What we don't want is for things to go unnoticed escalating to a point where you have a serious issue or serious harm.

KAMAR is useful at identifying students at risk and teachers who may need support ie graph 3 which reflects significant referrals by one teacher.

We are looking at our pastoral and how we use KAMAR if there is any inconsistencies or duplications of the titles, reasons and actions. The Dean team is working to align those more with a specific behaviour of learning criteria for consistency.

Mr McGeorge enquired if the data can be extracted over the years to show trends/improvement.

Mrs Saunders advised yes.

Mrs Saunders advised the school still continues to use Stymie as a student tool to report any wellbeing issues. There is some work to be done to ensure students understand it is a wellbeing tool not a snitching tool.

Term 1, 22 reports were made, term 2 it has dropped.

Kairangi badges have been designed and received for presentation/recognition in Chapel. Students receive a badge on attaining 300pts Bronze, 550 pts Silver, 800 pts Gold for demonstrating Kairangi Values.

Mrs Makiha enquired if the points were an accumulation since the student arrived at Wesley.

Mrs Saunders advised yes.

Mr Eason enquired about the Year 9 Stymie report.

Mrs Saunders advised the data does not differentiate between the school and the hostel.

Mr Eason also questioned that Stymie does not give name or much detail which makes follow up hard.

Mrs Saunders advised she has reminded students during Chapel it is confidential and to give as much details as they can so it can be followed up.

Mr McGeorge advised the data is what the referrals are by action so if we followed up some of them, do they these drop off or are some things ongoing. How are those reported?

Mrs Saunders advised when a teacher makes an entry it will include notes. The Dean/Pastoral team will view the entries for the week previously and will action and follow up.

There is a little bit of work to do to empower our teachers to deal with issues in the classroom rather than referring to the Dean. We do need to tighten up our entries on KAMAR ie an entry says 'situation dealt with' we really need to know what happened, what was the outcome to ensure things aren't being left.

Mr McGeorge enquired if there was a child appearing multiple times that would be picked up as well.

Mrs Saunders advised yes, Deans meet on a weekly basis, learning coaches would be notified/emailed attendance data and the pastoral entries would be used to update our wellbeing spreadsheet.

Ms Laird enquired at what level does the Kairangi points peak.

Mrs Saunders advised that she looked at Year 9 and 10 last year and taking into account the highest Year 9 who received 200 points, on average, working through the years a student in Year 13 would be receiving Gold.

Mr McGeorge advised that the Pastoral report must have some correlation with the NCEA results.

Mrs Saunders advised that yes, the hope is these will reduce and NCEA will lift.

It was **AGREED** to receive the report from Mrs Saunders.

- **SENCO Report**

It was **AGREED** to take the report as read.

- **Wesley NZCER Student Wellbeing Report as attached**

Mrs Saunders reported on the attached NZCER Student Wellbeing report

Mrs Saunders advised that early this year she undertook an NZCER survey.

One of the key points was Māori wellbeing results were lower than all other students which was of concern.

The action from that was the Pou Manaaki and HOD Māori met with students over a couple of lunchtimes to unpack how they are feeling and what was making them feel that way. Mrs Saunders also attended the meeting.

The HOD Māori wrote up a report which was then presented to the Māori advisory group.

A number of actions followed this meeting which were implemented including allowing time for some senior staff members/Kaumatua to be available to support the whānau group during the day.

The Māori advisory group was established to support the Principal and whānau group. The group includes The HOD Māori, Pou Manaaki, Principal, Mr Dennis Ngataki, Ms Te Aroha Rountree and Mrs Ngataki.

Mrs Makiha suggested it may be helpful to also get Māori student voice from those students who are not involved in the whānau group.

Mrs Saunders advised she would follow up with students.

Mrs Saunders also advised a new work on is the holistic pastoral support that is offered to students. Mrs Saunders is working with the Deans mapping out all of the support and welfare in the school. There is a lot going on in the school but we don't have a clear overview of what all those things are therefore have started to map out by Year level and term and also have a classroom focus.

It was **AGREED** to receive the report from Mrs Saunders.

Mrs Saunders left the meeting at 5.24pm

- **Student achievement**

Mr Wood reported on the attached Student Achievement report

Mr Wood advised the first thing is are we on track.

Achievement data is disseminated to all staff for use in learning conversations such as academic mentoring, Deans, HODs and hostel parents.

Achievement of students is tracked through the following

1. Credits achieved are published on KAMAR and on School point for all staff
2. Tracking checkpoints are carried out every 2 / 3 weeks to find out the following:
 - a. Which learners are on track
 - b. Identify priority learners
 - c. Calculate projected level of achievement based on current performance

Mr Wood advised that he has an equation that predicts forward based on a students' performance what the student will attain by the end of the year.

Level 3

We have 63 students in Level 3. A major focus for them this year is to improve in all measures, University Entrance, overall achievement and endorsements.

	Number of learners	Percentage	National average
Did not achieve at level 2	11	17%	
Current performance below achievement	8	13%	
Students with endorsement credits	15	24%	
Overall on track to Achieve Level 3	54	87%	68.1%
Overall on track to achieve UE	46	68%	50.3%

Level 2

	Number of learners	Percentage	National average
Did not achieve at level 1	7	10%	
Current performance below achievement	9	13%	
Students with endorsement credits	24	34%	
Yet to achieve Level 1 literacy	7	10%	
Yet to achieve Level 1 numeracy	9	13%	
Overall on track to achieve Level 2	62	87%	74.8

Level 1

	Number of learners	Percentage	National average
Current performance below achievement	5	7%	
Students with endorsement credits	31	43%	
Yet to achieve Level 1 literacy	59	82%	
Yet to achieve Level 1 numeracy	72	100%	
Overall on track to achieve Level 1	66	93%	64.8%

A student who is identified as not on track and has a predicted low percentage pass will be followed up by conversations with HODs, Deans, Learning Coaches, individual teachers, SLT to put an intervention in for the student. House parents are also included as they are very interested in their boarders.

Mr Wood updates the spreadsheet every 2-3 weeks and forwards to staff where they can filter out their hostel, learning group, class, year, a gender and ethnicity.

Mr Wood advised junior data continues to show the extent to which students are prepared academically and mentally for high school. Our PASS data has for the last 3 years shown learner self-regard as a significant factor in the prediction of students' performance in the classroom. Whilst students have a positive feeling about school, towards teachers and attendance, over 40% of our students have perceived low self-efficacy in relation to learning and achievement. Learner self-regard has a direct link with achievement.

Generally, when Year 9 commence school, they are happy, love school their teachers, attend really well.

At Year 10 students are retested again to build them up to take on NCEA.

Mr McGeorge enquired what are the interventions used for students with self-esteem issues.

Mr Wood advised if you have a low self-esteem, you can use tools like celebrations, positive language, whole school celebrating success.

Mr Buke enquired if this is discussed during Student Led Conferences.

Mr Wood advised yes you would see it in the questions being asked by the Learning Coach. The Learning Coach would be aware of which students have self-esteem issues.

Mr Eason asked Mr Wood to share the work being done on the Priority Student Chart which is a powerful tool to catch students who are falling behind.

Mr Wood advised there is a collaborative document that teachers add student names and which standard the student is falling behind on, there is a completed/uncompleted column. HODs then discuss and follow up.

Mr Eason advised Learning Coaches, Deans and teachers can attach a comment to the document as well.

Mr McGeorge enquired if students have low esteem do teachers know.

Mr Wood advised yes.

Mr McGeorge enquired if the teachers know who they are and how often do we test.

Mr Wood advised they are tested at the beginning of Year 9 and the end of Year 10.

The Principal advised the school is lucky as we have very small numbers, last year teams workshopped in groups and, had the names of the students, therefore were able to act quickly and come up with a plan.

In relation to NCEA Mr Wood provides a spreadsheet of at-risk students which is acted upon quickly. Teachers still use visual sheets where students can visually see where they are at, the staffroom also has a student photo board tracking L1, 2 and 3 which is updated for staff.

Mrs Mahika advised with Māori being identified as at risk she would like to see a breakdown of where Māori sit.

Mr Wood advised he will make Māori achievement data available to the meetings of the Board.

ACTION: Māori achievement data to be presented at the monthly Board meetings **BE**

Dr Edwards acknowledged the Principal, Mrs Saunders and Mr Wood for attending the meeting and the information that has been prepared.

Dr Edwards also congratulated the Board for the questions that are being asked and the information the Board is engaging in. It is educational and student focussed.

The management team has been put under a lot of pressure and Dr Edwards has shared with both the Principal and Mr Wood some improvements in reporting that will help the Board get the depth of detail that is being asked. Dr Edwards also asked the Principal to use raw numbers and percentages in recognition that we are a small school.

Dr Edwards has also asked Mr Wood to bring in data around Māori as a priority group and girls verses boys as the girls' achievement also needs to be a priority focus ie vulnerable groups, our achievement data reflects Māori are a vulnerable group and girls are a vulnerable group.

ACTION: Girls' achievement data to be presented at the monthly Board meetings **BE**

It's important the Year 9 and 10 programme is robust then you get good Year 11-13 results.

Dr Edwards felt the individualised monitoring of students who are falling behind or who are endanger of failing is good. It would be good to present that group of students at each meeting so the Board can be sure we are progressing. The students who are succeeding are doing OK it is the students who are falling behind the Board should be asking questions about; are less and less falling behind and who are the students falling behind girls, boys, Māori Tongan etc.

Mrs Makiha enquired if the school used PAT and e-asTTle as a reading, writing and maths report can be generated giving a broad statement how Year 9 and 10 tracking.

Mr Wood advised that both PAT and e-asTTle are used.

Mr Eason felt that the Priority Student Chart should be shared with all teachers.

It was **AGREED** to receive the report from Mr Wood

Mr Wood left the meeting at 5.46pm

Mr McGeorge welcomed Mrs Finau to the meeting.

Mr McGeorge enquired if Mrs Finau wanted to share anything with the Board and if not he would give her the opportunity again before going into in-committee.

Mrs Finau advised she was happy to sit and listen at this stage.

Receive the Principal's Report

It was **AGREED** to receive the Principal Report as read.

- **School Roll**

The school roll is steady at the moment.

- **Stand-down Summary**

The Principal gave a breakdown of the listed stand-downs as recorded on Enrol.

Mrs Makiha enquired if wraparound services have been put in place to support students.

The Principal advised there has been.

- **Culture Educational Responsive Plan (CERP)**

Dr Edwards advised the school has a number of good reviews it has done over the last few years.

Those reviews had some excellent recommendations of actions it should do. The senior leadership team (SLT) has pulled it all together under the Culture Education Responsive Plan and the Board should monitor the actions are being achieved.

The Principal reported on the attached CERP.

Dr Edwards enquired if there were any matters that are falling behind that the Board should be concerned about.

The Principal advised no but there is a lot happening and need to manage it well so the load can be spread.

Dr Edwards advised that it could be reported on at the next meeting of the board.

ACTION: The Principal to highlight items from the CERP to be presented at the monthly meeting of the Board. **BE**

It was **AGREED** to receive the CERP report as read.

- **Complaints**

The Principal updated the board on the complaint received.

- **Health and Safety: Accidents/incidents update**

The Principal gave a breakdown on the accident/incidents.

Dr Edwards acknowledged the Principals report on the accident/incidents.

Dr Edwards advised the 4 accidents named would not be considered Health and Safety issues.

The Principal advised that data came from the 365 app.

Ms Laird enquired if Covid was still an issue at the school.

The Principal advised it is still here but not on the scale previously experienced where we had a whole dorm closed down.

It was **AGREED** to receive the Health and Safety report

BOARD ADJOINED FOR DINNER 6.20pm

BOARD RECOMMENCED 6.38pm

- **Student Attendance and Achievement Discussion and Review Report**

Dr Edwards reported on the student attendance and achievement discussion and review report.

Dr Edwards advised he has been able to analysis achievement and has had some good robust discussions with management. ERO will report that achievement declined between 2018-2022 which is factual. It's been identified and well known that Māori achievement is low compared to other groups. Year 13 achievement wasn't what was expected last year, and girl's are experiencing some uneven achievement and also feature in the wellbeing report. Girls will be as a focus moving forward in both wellbeing and achievement the two are linked. Māori achievement will be a focus and we have asked management to provide regular Māori achievement data as a priority group.

Dr Edwards is confident the school is reporting achievement better and acknowledge the Principal for reporting achievement to the Board at every meeting. The Board should be monitoring achievement.

The school did set achievement targets which were a bit more aspiration than realistic.

In 2024 we will use actual achievement for 2023 using the results as a base.

- **Receive the Student Representative Report:** There was no report for this meeting of the Board.
- **Hostel Council Report: Hostel Operations Report Term 1, 2023 as attached.**

Dr Edwards advised it would be good if the School Board to get a sense of what the plan is for the closed hostel. The school could grow more if the hostel could be opened.

The Principal advised the hostel will be reopened but has to be refigured.
The plan is to reopen as a female hostel.

Mr McGeorge advised he will report back with details when the Trust Board has met.

DM

It was **AGREED** to receive the Hostel Operations Report as information

2. Community Partnership/Consultation: Having high aspirations for every learner

Dr Edwards advised policies are being currently consulted on.

Dr Edwards advised that he, the Principal and Mr McGeorge will review the Annual Plan and bring it to the Board. This will also involve community consultation about the strategic plan.

It was **AGREED** to receive all the reports under objective one

**MCGEORGE/LAIRD
AGREED**

OBJECTIVE 2: Barrier Free Access:

Great education opportunities and outcomes are within reach for every learner

3. Reducing Barriers to Education: Funding and learning support

- **Property**

The Principal highlighted work undertaken and scheduled.

It was **AGREED** to receive the report of the Principal.

- **Finance Report: P&F Sub-Committee to be tabled**

Mr McGeorge reported on the tabled finance report for the month end April 2023.

Dr Edwards advised the finance reports should be made available with the meeting packs.

Mr McGeorge advised the profit and loss to date is \$39,000; the reason for the loss is due to lawyers, hostels/staff and LSM expenditure. The Trust Board will be recharged some of the costs.

Accounts payable \$143, 719.42

It was **AGREED** to approve accounts payable as recorded.

**MCGEORGE/BUKE
AGREED**

Mr McGeorge advised that Principal's Credit Card has been signed.

ACTION: Mr McGeorge will arrange for earlier meetings so the minutes can be included in the Board information packs.

DM

It was **AGREED** to receive the report of Mr McGeorge

4. Every Learner Gains a Sound Foundation: Providing high quality education
PLD, Technology, Learning Support, Literacy and Numeracy

OBJECTIVE 3: Quality Teaching and Leadership:

Quality teaching and leadership make the difference for learners and their whanau

5. Incorporating te reo Māori and tikanga Māori into everyday life:

- **Māori Advisory Roopu:**

The Principal advised the roopu met 23 May 2023 an update will be provided to the next meeting of the Board.

ACTION: The Principal to provide an update at the next meeting of the Board.

BE

6. Develop staff to strengthen teaching and leadership:

- **MOE/ERO Update:**

The Principal advised that a draft report has been received and feedback sent back.

Mr McGeorge advised he, the Principal and Dr Edwards have documented a programme/work plan which the school will work through and report back to ERO each month.

Dr Edwards advised the school has received a copy of the draft report and has feedback to ERO. It was split into two parts, the School Boards responsibility, and the Trust Boards responsibility. ERO will consider the feedback and hopefully they will incorporate some of it however, they are under no obligation. They will then send the final report.

Dr Edwards recommended that the final report is shared with the Board, it is confidential and cannot be shared with anyone in the media, and or families.

Dr Edwards, the Principal and Mr McGeorge will meet with all staff to present the final ERO report to ensure they hear it from us first and not any other channel.

It will be released publicly and be published on ERO's website shortly after the school receives the report.

ERO will come back periodically to see how the school is progressing.

Mr McGeorge advised that ERO has been quite consistent in talking with the school.

- **Professional Learning overview:**

It was **AGREED** to receive the Professional learning overview.

- **Principals Professional Growth Cycle / Te Whakawhanake Kaiako 2023**

The Principal advised the Professional Growth Cycle (PGC) is the learning-focused process that has replaced performance appraisal for the purposes of determining whether principals, tumuaki, teachers, kaiako and early childhood education (ECE) professional leaders meet the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga.

Using the elements as a guideline, principals, tumuaki and ECE professional leaders can develop a PGC that works for them in their setting. The elements are intended to structure the growth cycle, while leaving room to craft a process that is authentic to the professional learning focus. The design of the PGC centrally positions the distinctive contexts of learning environments, and as such, allows meaningful growth to occur for principals, tumuaki and ECE professional leaders.

Professional Growth Cycle at Wesley College

The elements of the professional growth cycle are:

1. An overview of the Values, Code and the standards for the Teaching profession
2. The Standards for the Teaching Profession at Wesley College.
3. Professional learning at Wesley College

4. Classroom observation and feedback
5. Record of professional growth and annual statement.
6. Teacher annual reflection
7. Annual confirmation and statement
8. Endorsement structure

The Principal is currently in a PGC group of Principals led by Mike Leach of Edsol, who has been his appraiser for over 5 years. Having missed the hui for Term 1 due to medical leave, the Principal will update the Board at the July meeting.

- **Staff/HR**

The Principal advised the HOD Health and PE and the Gateway Coordinator has settled in well.

It was **AGREED** to receive the Staff/HR update

OBJECTIVE 4: Future of Learning and Work:

Learning that is relevant to the lives of New Zealander's today and throughout their lives

7. Collaborating with industries and employers

The Principal advised the Gateway person has only just started this term and we are still awaiting the arrival of the Careers person.

- **Board Casual Vacancy Update:**

Mrs Ngataki advised the vacancy response closes 29/05/2023, 8 responses have been received 5/8 have requested an election, 4/8 have requested consideration of selection.

Mrs Ngataki advised that it seems unlikely the responses will reach the 10% threshold for an election so will contact the people who have indicated they would like to be selected and provide copies of their profiles to the Board for consideration. The Board can then have an email conversation and let Mrs Ngataki know the outcome.

Mr McGeorge suggested the Board consider what skills are needed on the Board when reading the profiles.

It was **AGREED** that Mrs Ngataki contact those who have indicated an interest on being on the board and request a short profile for the board to consider.

- **Policy / Procedure Update:** Copy of minutes of recent Policy Sub-Committee (PSC) meeting.

Dr Edwards advised there is another meeting scheduled for June and a work plan and terms of reference has been developed.

Dr Edwards advised the plan is to develop the capability of the existing board members and to eventually leave the sub-committee to be run by Mrs Tala'imanu and other board members. He will be available in a support role if required.

Mr Buke enquired about the consultation.

Dr Edwards advised every policy that goes through the policy sub-committee for approval must be sent out for consultation to the Wesley College community, staff and parents. Consultation is sent to families via KAMAR text, email, to staff via email and is on the school website. If any feedback is received, we consider it and see if the policy and procedure should be changed based on feedback. Consultation is for 15 days and then it is closed. It is then presented to the Board.

It was **AGREED** to take the minutes of the recent PSC meeting as read.

ADMINISTRATION

- **Approve Minutes 26 April 2023**

It was **AGREED** to confirm the minutes of the meeting held 26 April 2023, as a correct record.

**MCGEORGE/BUKE
AGREED**

- **Staff Survey**

Dr Edwards advised that one of the actions from the previous meeting was the development of a staff survey having Board input. This has not been received yet.

ACTION: The Board to have an opportunity to have input to the staff survey when it is developed.

- **Correspondence**

DATE	OUTWARD	REGARDING
08.05	Mrs Andrea Sikuea	Acknowledgment of resignation

DATE	INWARD	REGARDING	SUGGESTED ACTION
15.05	Aqualab	Drinking Water results	Receive

MATTERS ARISING:

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

**MCGEORGE/BUKE
AGREED**

OTHER BUSINESS

- **Agenda Reformat:**

Mrs Ngataki advised following a suggestion from Dr Edwards would the Board be happy to move under administration the Minutes/Correspondence section to the front of the Board meeting.

It was **AGREED** to reformat the Agenda.

- **BoardPro:**

Mrs Ngataki advised she has logged on and viewed a demonstration of BroadPro.

BoardPro is an online Board meeting platform designed to simplify the administration process for the Board. Mrs Ngataki will log on again as there is opportunity to ask questions but won't have time to view the presentation again until after the 1 June.

There are some issues such as cost, connectivity and devices being available.

Mr McGeorge advised that most Boards don't operate paper based anymore therefore a move to online is to be expected.

Mr McGeorge advised the open public section of the meeting is now closed and enquired if Mrs Finau had anything she wanted to share with the Board.

Mrs Finau advised she did not have anything to share.

Mrs Finau left the meeting at 7.10am

IN-COMMITTEE

It was **AGREED** at 7.11pm 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/LAIRD

AGREED

It was **AGREED** that the Board of Trustees return to open meeting at 7.40pm after discussing student discipline and staff matters.

MCGEORGE/BUKE

AGREED

GENERAL

Future Meeting Process

Mr McGeorge advised it is hoped the Board will move to Board Pro over the next few meetings. The Board will start receiving information online. Important matters will be highlighted at the meetings. It is important that the Board reads all reports and come to the meetings with questions.

- Combined Boards - 22 June 2023, onsite
- Next board meeting: 27 July 2023. Onsite

The meeting closed at 7.42pm in prayer.

Signed as a correct record this 22 June 2023

David McGeorge
PRESIDING MEMBER