

MORRINSVILLE COLLEGE BOARD OF TRUSTEES' PRESIDING MEMBER'S REPORT FOR YEAR ENDED 31 DECEMBER 2022

2022 was another good year for Morrinsville College. Our NCEA results were once again very good, which is a significant thing in a year when Covid has again played a part in all of our lives. Our school was able to stay open for instruction throughout the year, with our only concession being to roster home four year-levels for four days late in Term 2 in order to give some respite for our overloaded staff. This all happened at a time when most schools across the country were either closed for instruction and working in an online environment, or they were rostering home their students for an extended period of time, in some cases for a full term. There is no doubt that all of our students were advantaged by being able to come to school for face-to-face learning, unless they were sick themselves of course. I thank our staff for their dedication to our students and community during these tough times.

As a Board, this year we made the most important decision that any Board member ever makes, the selection of a new Principal to replace Mr John Inger who retired after 31 years of service, 26 of these as our Principal. Mr Inger has left a legacy that he can be proud of, especially the relationship he has nurtured with local iwi Ngaati Hauaa, Waikato Tainui, local businesses and community members, local government and other local and regional schools to support the academic aspirations of our students. We all wish him well in his future endeavours.

We congratulate Mr Scott Jenkins who was appointed Principal to replace Mr Inger following a lengthy and intensive appointment process. Mr Jenkins has been a staff member since 2001. He joined the Senior Leadership Team as Senior Leader in 2012 and then became a Deputy Principal in 2014. The Board is confident that Mr Jenkins will continue to support us in maintaining a future focus, in line with the aspirations and vision of our Morrinsville community.

STRATEGIC PLAN

The Board is pleased with progress made during 2022 by the Principal, Leadership Team and Staff of the school to further implement our Strategic Plan. A number of initiatives, both ongoing and new, have been actioned during the year to meet the prioritised goals of the Annual Plan 2022.

IMPROVING LEARNING

Blended Learning

- All teachers continued to deliver blended and/or hybrid learning programmes in 2022 to engage our students, cater for their individual learning needs, build their technological capabilities and to enhance their problem-solving skills. This continued to improve across the board with teachers using a range of resources, apps, and programmes to engage students. Professional learning, both as a whole staff and on an individual basis was scheduled throughout the year.
- Teachers developed learning programmes to effectively deliver content to students who are either on site or, at times, learning from home using Google Classroom and Education Perfect. Some progress was made to develop effective methods of assessing students who are learning from home.
- The Board once again purchased 15 new laptops to be 'leased to buy' to the parents of some of our students. Over and above this, there are 42 Library laptops to loan daily. This ensures equity and engagement of all students and accelerates the learning of priority students so that they are working more closely to their expected curriculum level.
- Parents were encouraged to purchase a laptop for their children to bring to school and a lease to own scheme is available to assist families. This has also been initiated to acknowledge issues of equity for our families.
- Whole school and individual support were provided to staff to help them to adapt their programmes to cater for on-site and distance learning at the same time, including what hybrid learning is and what it means for us as a school. Professional Learning was provided to the whole school on using apps for educational purposes and programmes to engage learners using technology. This included learning area support in using Education Perfect as a tool for blended learning and differentiating assessments and learning.
- Regular Professional Learning programmes for each term were planned with a range of topics and sessions. These included: Universal Design for Learning with our RTLB with a focus on differentiated learning, understanding, and working with neuro-diverse learning, understanding and working with dyslexic students and unpacking Literacy and Numeracy standards.
- The SLT and Guidance team worked together to create opportunities for students to learn what it means to be a good digital citizen and to make them aware of the dangers of not being a good digital citizen. This included beginning-of-the-year sessions with Year 9 and the use of Linewize across the school. There were also Year 9 and 10 Police Education sessions around the safety and personal responsibility with online behaviours at the end of the year.
- A Teacher-Only Day focusing on Culturally Responsive Practice included a visit to Taupiri Mountain and Rangiriri Pa.

Priority Learners

- Priority learners were again identified at the beginning of 2022. LALs worked with teachers to develop targeted strategies to supplement school-wide strategies to improve Numeracy and Literacy, especially for Years 9 to 11 students, to accelerate their learning as priority learners who are working below their expected curriculum level.
- LALs ensured that learning areas met regularly to discuss those students who are not achieving at their expected curriculum level and to develop strategies to improve their learning outcomes within their learning area. Priority learners' progress was monitored throughout the year to gauge their progress and the success of the strategies put in place throughout the year.
- The Mana Tane fieldtrip for Year 11 boys, and the Year 11 girls' Mana Wahine field-trip were held and were both very successful.
- From Term 2 efforts were made to provide special courses, classes and other interventions to support priority learners at risk of not gaining NCEA Level 1. This was done through a combination of within-school sessions and external providers being used.
- Early in the year, all students in Years 11-13 who did not have the required Literacy and Numeracy credits to gain their NCEA qualifications were identified by all teachers who deliver Literacy and Numeracy credits and opportunities were created for these targeted students to pick up the necessary credits. These were closely tracked throughout the year.
- Tracking of our Maaori priority learners was undertaken by conferencing with students directly to ensure that they had ILPs focusing directly on their assessments. This included Kai-based group assessments at the start of Term 4.
- The Board and Principal again offered Te Reo and Te Ao Maaori at all three senior levels, Maaori Performing Arts in a class for the three senior levels, to allow our Maaori students to build their cultural identity and confidence and achieve as Maaori in our school's responsive cultural context.

Kaahui Ako

- The year began with a Kaahui Ako Teacher-Only Day. Professor Mere Berryman presented an address on developing positive, culturally responsive relationships in the classroom which provide a foundation of good health and wellbeing for our young Maaori. This was a very successful day for all of the COL.
- Our COL Leader liaised with our kuaia Te Ao Marama Maaka and organised a Kaahui Ako cultural hikoi to Rangiriri and Taupiri for all staff from across our Kaahui Ako on our second Teacher-Only Day of the year, to further build our staff's understanding of the history and background of our Maaori students who are Waikato Tainui and to build their knowledge of some of the key battles that took place in the Waikato Wars from a Maaori perspective, and the resulting injustices and grievances. This was another very successful day for all of the COL.
- In 2022 six teachers undertook the Te Aho o Te Reo Maaori Teachers' Programme.

Property Development

- Consultation with the MOE Property consultants has taken place to identify priority projects for the next 5YA and begin planning towards these priorities with the available funding.
- The planned upgrade of the Drama Room and P1 and P2 classrooms were completed at the beginning of 2023 and are now in use.
- The positioning of two new MOE classrooms provided due to roll growth were planned for in late 2022 and were due to be delivered in April of 2023 with a view to being ready for use in Term 2.
- The proposed Student Council project to erect a bus shelter at the main gate is due to be started early in 2023.

SCHOOL REVIEW PROCESSES

In 2022 the school started the new ERO review process. This allocates a school relationship member of the ERO team in an ongoing process rather than the previous one off audit model every 3-5 years. This has started exceptionally well with the school being already placed at the highest level against a wide range of school measurement indicators. We are very hopeful that a report will be written for the public in 2023 to reflect this for our community.

STUDENTS' ACHIEVEMENT

The Board remains very proud of our students, many of whom are achieving highly in their academic endeavours, in sport and in cultural activities, this despite the fact that we have experienced some very hard times over the last three years in particular. We admire the resilience of most students and the determination that they have shown to get through these tough times. We thank staff and our parents and caregivers for their support, which is crucial to the ongoing success of our school as we strive in our partnership to develop the young leaders, professionals, workers, and good citizens of the future. We wish all those leaving us this year all the best in their employment, tertiary education, and further training, confident that we have played a big part in helping you all to become life-long learners.

INVOLVEMENT IN CO-CURRICULAR ACTIVITIES

The Board continues to be very grateful to many staff who give up their time in order to provide our students with opportunities in co-curricular activities. There is high involvement of students in a wide range of sports throughout the year, particularly in the sports of netball, rugby, football, basketball, hockey, lacrosse, volleyball, cricket, and touch rugby. Our school offers a wide range of sports currently. In our 2022 Sports Awards, 11 students received Blues Awards and the award for All-Round Excellence in Sports went to Lydia Hayden. The Board is very proud of our strong cultural dimension. In our Cultural Awards, three students were awarded Blues Awards.

PERSONNEL

Mr John Inger retired at the end of 2022 after being Principal for 26 years and serving 31 years in total. The school and community are extremely grateful to Mr Inger for his strong and visionary leadership and for maintaining the excellent reputation of this school within and beyond our community. Mr Scott Jenkins was appointed to the position of Principal after a robust selection process at the end of 2022. Mr Jenkins has served our school for more than 20 years, 8 of these as Deputy Principal.

At the end of 2022 Dr Thilo Govender was appointed Principal of the new Melville School in Hamilton. Dr Govender has been a deputy principal for the past seven years at Morrinsville College and we wish her all the very best in developing her new school.

The Board also appointed two deputy principals to replace Mr Jenkins and Dr Govender. Ms Elizabeth Ross who was previously Acting Deputy Principal here in 2017 and Mr Nilesh Prasad, who has been Senior Leader at our school and a member of our Senior Leadership Team for the last five years. Mrs Vicky Marshall was appointed as acting Senior Leader. We are confident that we have a strong Senior Leadership Team to support Mr Jenkins from 2023.

The Board would like to thank all staff for their hard work in 2022. Our academic, cultural, arts and sporting achievements are a true reflection of the excellent work done by our staff, supported by community members, and we thank them for their continued passion and dedication to educating our students.

THE SCHOOL ROLL

Our roll at Morrinsville College has continued to rise as predicted. This will bring considerable pressure on the classroom capacity on our site, so the Principal and Board will continue to lobby the Ministry of Education for the new classrooms that we already need. Due to this roll growth we have received notification from the MOE that they are investigating an enrolment zone for our school.

COMPOSITION OF THE BOARD

There were only two changes to the Board in 2022. Mr Jarrod Hunt joined the Board as a Co-opted member and our Student Representative Lisa Bhandari stood-down to be replaced by Olivia Harris. We are honoured to be able to continue in our Board roles to provide direction to the Principal, Senior Leadership Team and Staff of a school which we are very proud of. This continuity of Board members means that our school has a very experienced Board of Trustees' team and with 2022 once again having been very difficult at times, this experience was invaluable. I thank my Board team very much for their willingness to give up so much of their own personal time in the best interests of our students and their whaanau.

ACKNOWLEDGMENTS

- Our Principal Mr John Inger who has made it his top priority as Principal to support and care for our students, staff and community
- Our three Deputy Principals Mr Jenkins, Dr Govender and Mr Forsyth and our Senior Leader Mr Prasad who have carried their responsibilities admirably. The Board feels very fortunate that we have such a strong and experienced Senior Leadership Team
- The Board acknowledges Dr Govender's excellent work as she finishes her time as our Kaahui Ako Leader
- All of our wonderful Staff. On behalf of the Morrinsville community, I thank you for your sterling efforts in another sometimes-difficult year. Your commitment to online learning delivery when required in the Covid climate, and your subsequent commitment to helping so many of our students to catch-up with their learning was once again extraordinary
- All members of the Board of Trustees for their commitment and dedication and input into decision-making, and for the very able way in which they carried out their responsibilities in 2022
- All parents and caregivers for their ongoing support for the school and for trusting that our school will provide a quality education for their children
- Our school volunteers - Parent Teacher Association, 24/7 Youth workers, coaches, assistant coaches and support members
- The generosity and support of the local business community and service clubs.

CONCLUSION

We believe that all parents and community members should continue to have great confidence in the quality of teaching, educational achievement and the overall performance of Morrinsville College.



**NGAIRE TE AHU
PRESIDING MEMBER, MORRINSVILLE COLLEGE BOARD OF TRUSTEES**