

CHAIRPERSON'S REPORT FOR THE YEAR ENDED 31 DECEMBER 2021

2021 was another very difficult year. The continued COVID-19 world-wide pandemic really did once again have a huge impact on many of our families/whaanau, particularly in homes where it was not easy for our students to access the online learning that our teachers provided. Some were looking after their siblings while their whaanau worked, others had a poor internet connection and in some homes a limited number of laptops had to be shared amongst several siblings. When our students returned to school, as in 2020 there was a euphoria as they were able to catch up with their friends again and there is no doubt that this helped many with their anxiety. But the repeated lockdowns meant that it was a roller-coaster ride for many students and their whaanau and so the hauora of some really suffered. Our Board members were very proud of our teachers' response with several learning 'catch-up' stages throughout the year and their success is well-evidenced in the very good NCEA results which were once again achieved by our students despite the negative impact of the lockdowns. We continue to be impressed by the new strategies that are put in place by our staff each year to improve all of our students' learning outcomes, especially those of our priority learners, after staff reflect on the outcomes of the previous year. Amongst these strategies, the Mana Tane and Mana Wahine programmes have proven to be a real winner in building the achievement of many Maaori priority learners since they were initiated in 2018, and the Board was delighted that Morrinsville College was recognised for these programmes and selected as a finalist in the Prime Minister's Education Excellence Awards in the Health and Wellbeing section, and that we were the only Waikato school to reach the finals in 2021. While 2021 was unfortunately another year when our sports and cultural activities were impacted by Covid, the Board remains very proud that the great majority of our students are continuing to have the opportunity to become balanced all-rounders and to achieve very well academically, in sport and in cultural activities.

STRATEGIC PLAN

The Board is pleased with progress made during 2021 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 2021.

IMPROVING LEARNING

Blended Learning

- A majority of teachers successfully delivered a blended learning programme to all of our Years 9 to 12 classes, with all curricula contributing to this delivery. Data suggests that some teachers need to continue to grow this practice. We acknowledge that repeated Covid lockdowns have stalled progress for some. Survey and subjective feedback from teachers and students indicated that when teachers used blended learning well our students were better engaged. Students were provided greater opportunities for differentiated learning by some teachers in 2021
- The SLT and blended learning team knew that we needed to be prepared for the Waikato to enter further lockdowns so that when this occurred our students and staff would have a smooth transition to remote learning. We knew from our 2020 survey that, for diverse reasons, a good number of students are unable to reliably access a laptop and/or the internet for school work at home. It was agreed that each learning area would provide hard-copy paper resources to support online learning for these students. Guidelines were developed for staff around remote learning so that they more often worked together to minimise their own workload, as well as the online demand on students
- The Board purchased 15 new laptops to help enable almost every Years 9 to 12 student to own or lease to buy a good-quality laptop and a bank of laptops was again provided at the Library for students to borrow, which was well-used. To further ensure equity, some students were gifted or loaned school laptops and staff were reminded that a number of second-hand laptops were available for needy students
- It is a concern that some students are choosing to leave their laptops at home because they feel that they are not being used enough at school. There is therefore a need in 2022 to ensure that digital-based lessons are not stand-alone features of our teachers' learning programmes and that there is a regular online component to all learning
- In 2021 the blended learning team modified the Digital Citizenship programme that is run with Year 9 students at the start of the year. Assemblies for junior students to address online safety issues were implemented, when they could be around Covid restrictions. These were run by Ms Farook, Dr Govender and the Guidance team. It is evident that the new DTC programme is supporting the development of technological capabilities

Priority Learners

- Priority learners at Years 9-11 were clearly identified at the beginning of 2021. Learning areas, especially Maths and English, once again targeted Numeracy and Reading levels of our Years 9 and 10 students and there was regular monitoring and discussion about which students needed additional help to accelerate their learning. Our teachers shared the strategies that they were adopting in the Profile section of KAMAR
- In Year 9 Numeracy the average score of the priority group indicated a shift of seven terms' progress in three terms, an outstanding result. The number of the 2022 Year 10 cohort whom we will be considering to still be priority learners in Numeracy has decreased by seven students. There is still a lot of work needed to advance the Numeracy of the remaining priority learners to the expected 4A national average level
- In Year 9 Reading there was an even greater improvement in the average score, with our priority group shifting nearly 10 terms in three terms, an exceptional result. Most importantly, there was a decrease of 24 students who will be considered priority learners in Reading in Year 10 in 2022
- In Year 10 the average score for our identified priority learners for Numeracy advanced by a tremendous nine terms' progress, which was another exceptional result. As a result, 11 students will no longer be considered Year 11 priority learners in 2022
- In Year 10 Reading the average score advanced by seven terms' progress, another great result. As a result, five Year 11 students will no longer be considered Year 11 priority learners in Reading in 2022
- The Ministry's Regional Mentoring fund supported our Operations Grant's Years 11-13 funding in enabling successful targeted interventions for our Maaori students at Years 11 and 12 levels through providing subsidies to the costs of the Waikato Taniwharau camps. In this way we got many of the priority students identified most at-risk of not achieving NCEA Level 1 off to a good start to the year by motivating them to work hard and helping them to gain credits at an early stage. We were also able to later work individually with targeted students to boost their literacy and numeracy levels and to gain sufficient credits. This was by quite a distance the most successful group who have gone through these special programmes.
- Our learning coaches, supported by Mr Jenkins, Mr Forsyth, the Senior Deans and Matua Potaka, continued to regularly use data to track the achievement of priority learners in their hubs, to mentor them, come up with individual learning plans, contact home where learning, attendance or behavioural issues arose, and to advocate on their behalf with other teachers. As a result of all of these efforts, and despite the continued COVID interruptions in 2021, our NCEA Level 1 achievement results were maintained at the very good 2020 level and above national and co-ed schools. Our NCEA Level 2 results were the best that we have ever had and well above national comparisons. Our NCEA Level 3 results were an increase on 2020, comparative to co-ed schools, but just below national levels. These results show a pattern of growing consistency and progress in areas that we target. These were all satisfying results given the repeated COVID lockdowns in 2021 and the inequitable situation faced by a significant number of our students during these lockdowns.

Kawenata Partnership

- Our year began with a very successful teacher-only day at Rangiaowhia and Oraakau for staff from all of our Kaahui Ako schools. Professor Tom Roa was an outstanding speaker and presenter, with his huge knowledge of the history, famous battles and background of his own Ngaati Apakura whaanau who lived in this area. We are progressively hearing more stories that provide context and meaning to our Maaori students' ancestry and the poor treatment that they received from the colonisers of Aotearoa. The day's activities helped us to further develop better understandings of our tamariki and mana whenua
- Six teachers were able to undertake the Te Ahu o Te Reo Maaori programme online and did so enthusiastically
- In 2021 the Board was able to offer Te Reo and Te Ao Maaori at all three senior levels, Maaori Performing Arts in a class for all three senior levels and we were able to sustain a strong kapa haka roopu through the excellent work of our talented and experienced kaiako
- The Waikato Taniwharau Mana Tane and Mana Wahine courses successfully went ahead and were instrumental in motivating some of our most 'at risk' Year 11 Maaori students and helping them to gain early credits, so that their end-of-year success rate was once again high. We were honoured to be selected as the only Waikato school to be represented in the 2021 Prime Minister's Awards, in the Hauora and Wellbeing Section
- The Te Puaawaitanga reunion held on 17 April 2021 was an outstanding occasion, as we celebrated 20 years of this very successful initiative in our school. We were honoured to have Anaru Thompson, the Kingmaker, and his wife Hine present throughout the afternoon and he was glowing in his praise. Te Ao Marama Maaka was another very special guest because she has been our long-time kuia and guider in things Maaori since well before Te Puaawaitanga. Due to some outstanding leadership over the 20 years of all of the kaiako in Te Puaawaitanga, including leaders Whaea Aroha Bradley, Matua Phillip Smiler and Matua Ngahu Potaka, Te Puaawaitanga has thrived. We are the envy of many other schools and many of these schools have been to see what we are doing so successfully, but no other school that we know of has been able to put something similar in place.

Kaahui Ako

- Our work on refreshing the CoL Achievement Challenges was successfully completed in 2021 after consultation and agreement within the Kaahui Ako schools. All four challenges - Teacher Efficacy, Student Agency, Family and Whaanau Partnerships, and Hauora Health and Wellbeing - were primarily underpinned by our work on teachers improving their cultural capability and becoming culturally intelligent in their classrooms
- The theme for our second CoL TOD was "Developing Cultural Understanding: Enhancing Cultural Responsiveness". Our goal was to impact thinking around how we honour Te Tiriti, the impact of an individual teacher on marginalised children and to consider the research that is currently being undertaken on the success of Maaori students. This was a very successful day
- The CoL team were able to successfully hold the following CoL Community Connect events for our families:
Term 1 - Zareen Sheikh-Cope presented on Online Cyber Safety, covering topics like pornography, cyber bullying, predators and social media
Term 2 - Pauline Spence and Saunil Hagler presented on Linewise in Schools and Online Safety Learning and Development
Term 3 - Michael Hempseed from The Collaborative Trust for Research and Training in Youth Health & Development presented on Understanding Suicide and Anxiety, Sleep and Resilience
- We were unable to run programmes within schools with Covid restrictions. Instead, we resolved that we would present to our students via a Zoom presentation which addressed online bullying issues, using social media responsibly and the laws around the Harmful Digital Act

Property Development

- Following the completion of Stage 1 of the Performing Arts Centre in 2020, there was insufficient funding left in our current 5YA instalment (which expires in July 2022) to undertake Stage 2. The Property Committee therefore decided to proceed with upgrading and refurbishing the Drama room and the P1 and P2 prefabs. Progress with plans was slow, most obviously because of the Covid lockdowns, but late in the year the Board was pleased to hear that the final details were expected to be completed early in 2022 and the project put out for tender
- Regular property maintenance was continued in 2021.

STUDENTS' ACHIEVEMENT

The Board continues to maintain that the methods of evaluating the achievement of our students must be broad and varied, and we acknowledge that in the evaluation process many of the factors are not easily objectively measurable. The school aims to produce all-round citizens, who achieve to their full academic potential and also have wide involvement in sport, the Arts and cultural activities so that they can enjoy a balanced life when they leave school. The school continues to be very proud of a large number of our ex-students who have gone on to excel in their lives. Subjective evidence suggests that our school does a very good job in ensuring that all of our students are well-rounded and most go on to live happy lives.

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 27 sports currently. In our 2021 Sports Awards, nine students received Blues Awards and the award for All-Round Excellence in Sports went to Alicia Craig. The Board is very proud of our strong cultural dimension. In our Cultural Awards, six students were awarded Blues Awards.

PERSONNEL

At the end of 2021 Mr Brian Hampton retired after 45 years of service to Morrinsville College, an extraordinary commitment to the young people of our Morrinsville community. The Board thanks him for the enormous contribution that he made over this time to our Education Outside the Classroom programmes, especially our Year 10 Camp in the Kauaeranga Valley where much of the responsibility fell on his shoulders. The stories, tall tales and true, which Mr Hampton has told at camp to students over the past 45 years are legendary and will never be forgotten.

At our February 2022 meeting Mr Inger advised the Board that he will be retiring at the end of 2022. This was not an unexpected announcement, as Mr Inger advised the Board late in 2021 that his retirement was imminent. By the end of 2022 Mr Inger will have been at Morrinsville College for 31 years. He was initially Deputy Principal for five years, before succeeding Mr Dick Gwatkin in January 1997. When he leaves us, Mr Inger will have served our community outstandingly well as Principal for 26 years, which makes him quite easily the longest-serving Principal of our school and this during an era where his role has become increasingly complex and often difficult. I am sure that the community is extremely grateful to Mr Inger for his strong and visionary leadership throughout good times and bad, for leading the significantly improved pastoral and academic performance of our students during this time and for maintaining the excellent reputation of this school within and beyond our community.

The Board would like to thank all staff for their hard work in 2021. 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 is expected to continue to rise over the next few years because Morrinsville is very much in a growth mode, with new subdivisions springing up in the northern quarter. As far as the College is concerned, 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.

COMPOSITION OF THE BOARD

There was only one change to the Board in 2021. The Student Representative David Bhandari stood down after two years of very good service and he was replaced by his sister Lisa Bhandari, who was elected by our students. 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 2021 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

I acknowledge:

- Our Principal Mr John Inger. Our leadership team is strong because Mr Inger models leadership and he has his finger on the pulse of our school. For the past 25 years as Principal he has made it his top priority to support and care for our students, staff and community
- Our three other Deputy Principals Mr Jenkins, Dr Govender and Mr Forsyth and our Senior Leader Mr Prasad. All four have once again carried their responsibilities admirably, particularly during the continued COVID lockdowns in 2021 when they have continued to exceed our expectations. The Board feels very fortunate that we have such a strong and experienced Senior Leadership Team
- The Board also once again acknowledges Dr Govender's excellent work in 2021 as our Kaahui Ako Leader and commends her on leading our local schools to a very close cooperative relationship in the best interests of the learning outcomes of all of our community's youngsters
- All of our wonderful Staff. On behalf of the Morrinsville community, I thank you for your sterling efforts in another difficult year. Your commitment to online learning delivery during the lockdown and your subsequent commitment to helping so many of our students to catch-up with their learning throughout the remainder of the year 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 2021, despite the continuing difficulties that we often faced in 2021 with COVID
- 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, 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
BOARD CHAIR**