



Garin College Board  
 Tuesday 20 April 2021, 5.30pm  
**MINUTES**

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| <b>Opening Prayer</b>                        | Matthew   |
| <b>Present / Apologies</b>                   | <p><b>Present:</b> John Maguire, Chris Ward, Selwyn Mason, Roman Birch, Matthew McTague, Iain Hall, Katrina Taylor, Dave Ashcroft, Father Seph (arrived 5.34 pm)</p> <p><b>Minute Taker:</b> Maree Holland</p> <p><b>Apologies:</b> Jesse Sherlock, Sarah Binns<br/> <i>Resolved to accept apologies: Moved: Chris Seconded: Iain</i></p> <p><b>Welcome:</b> Abbie Wright (left 6.35pm)</p>   |
| <b>Minutes of Previous Meeting</b>           | <p>9 March 2021 Minutes<br/> <i>Resolved to accept March 2021 Minutes: Moved: Chris Seconded: Matt</i></p>  |
| <b>Special Report</b>                        | <p><b>HoF English Faculty Analysis 2020 Report:</b> Abbie Wright</p> <p><b>Junior School:</b> Good balance of fun and skills in Y9 and Y10. Across NZ the literacy levels are deteriorating, so transition data and in-house work completed at the start of year identifies students who need support. Garin College is seen as a school that does look after students, and we do this job well, through our Literacy programme, which identifies the gaps as we work together towards NCEA.</p> <p><b>Senior School:</b> COVID-19 affected Y13 results last year. The English Faculty has responded to the NCEA review and has dropped to 2 externally assessed exams. The expectation is that there will be an increase in participation and grades, as the students focus more time on merit and excellent credits. At Level 3, it is deemed more important for students to study and respond to a written text, so the visual text option has been withdrawn, and is offered only at Level 2. Noted that some level 4 tertiary courses now need L3 English credits.</p> <p><b>Scholarship level:</b> Have a growing group this year of Y11-Y13 students that meet once per week in a study period.</p> <p><b>2021 Summary:</b></p> <ul style="list-style-type: none"> <li>• Proud of how colleagues handled COVID-19 last year.</li> <li>• Recognises the importance of skills required in an exam setting.</li> <li>• Aiming for a balanced holistic approach of credits, sports and special character.</li> <li>• Students' progress is measured against national data, in-house information, evaluation and self-review.</li> <li>• Self-directed learning/learner agency depends where group is at and the class mix. Choice is encouraged.</li> <li>• Both film and written text are included over the 3 years of senior school to balance with students preferences and required skills.</li> <li>• Special character in this faculty includes study on human dignity, link back from others and living by example/role models.</li> <li>• Good teaching practise is achieved through cross curriculum, teachers mentoring each other and teaching in other classes.</li> <li>• The Board recognise that literacy is a key issue for the College that sits across all subjects, not just English.</li> <li>• The Board suggested that each HoF paper is to be aligned back to our overall strategy. We also need to understand key issues and compare historical data to groups, such as ethnic and gender groups to ensure we are on target.</li> <li>• Discussed how to manage within budgets, and think creativity how we spend, ensuring that we stay ahead of potential problems. We want to target to the needs of the students, yet keeping to a realistic budget (not too high or low). John to consider future funding of a Literacy/Numeracy Co-ordinator.</li> </ul> |
| <b>Matters Arising from Previous Meeting</b> | <ul style="list-style-type: none"> <li>• Frank Wafer had been invited to attend this meeting but sent his apologies.</li> <li>• Provide actions/feedback of the HSR report at next meeting. (John) <i>Completed</i></li> <li>• On Finance Summary Report, pg. 3, donations page: Change wording - Total charged to total donated. (John) <i>Completed</i></li> <li>• Presentation of Wellbeing vision at a future meeting. (John) <i>Noted</i></li> <li>• Learner Agency Pilot - the Board requested a presentation of this at the 26 October 2021 meeting. (John) <i>Noted</i></li> <li>• More focus to be made on the Strategic Plan reporting rather than the Principal's Report. (John) <i>Noted</i></li> <li>• Send out a link for the Board Self Evaluation questionnaire. (Chris) <i>Link emailed to Board</i></li> <li>• Meet with John Pope and Matt O'Regan to work through Board discussion document. (Chris) <i>Work in progress. Letter emailed to Matt.</i></li> </ul>  |



**JOHN:**

- Review HoF Report template - Build into report the stats at the start of previous year. What help is needed? Have we addressed last year issues? Board support? What did you think success looked like and how did you get there?
- Circulate last H&S meeting minutes.
- Provide vision re Leadership Programme at next Board meeting.
- Consider future funding of a Literacy/Numeracy Co-ordinator.

**CHRIS:**

Bring collated results of Board Self-Evaluation Questionnaire to next Board meeting.  
Meet with John Pope and Matt O'Regan to work through Board discussion document.  
Provide a response to GCHT letter.  
Frank Wafer to be invited to next meeting.

**ROMAN:**

Draft up timeframe/costs graph and also stipulate who the needs have come from – report at next meeting.

Signed: \_\_\_\_\_  
Board Chair

Date: \_\_\_\_\_