

## Board of Trustees Annual Report 2021 (on the 2020 academic year)

This report provides an outline of progress on the goals of Horowhenua College's Board's Charter for 2020. The Charter is a guiding document for the school, outlining the school's vision and the key goals of the Board. It is created by the Board of Trustees in partnership with the school's management and its stakeholders and contains strategic goals which cover the period and annual goals.

There were five strategic goals:

1. *To ensure a safe and inclusive environment for all where physical, financial and human resources enhance student learning and well-being.*
  - In 2020 we spent some time developing and refining our health and safety policies and procedures. Our Health and Safety governance and management committees are functioning well in foreseeing and dealing with Health and Safety issues. Horowhenua College Board and Management responded promptly to various Ministry of Education directives in terms of hygiene, social distancing and safety and wellbeing to support the wellbeing of students through the various Covid-19 levels during 2020. Devices from the school and the Ministry of Education were provided to students who needed these, and teaching staff evolved their online teaching with the onset of Covid-19. Recognising we had many new staff in 2020, management has focussed upon ensuring all staff understand and can implement culturally responsive teaching and learning strategies. Time was also invested in professional development for staff about restorative practices. The board continued to support the professional development of staff across a diverse range of courses, workshops and seminars.
2. *To resource and develop excellence in teaching, learning, leadership, management and governance to enhance student performance in all areas of school life.*
  - Board support and funding for professional development for staff remains significant. Weekly staff meetings have had a focus on various learning topics include dyslexia. Within and Across School Projects/Activities supported by the Horowhenua Kahui Ako have also been shared with staff. Listening to students' voices through surveys and via student council and our student board representative remained important with students offering suggestions for the design of the new social space which will be created in 2021. Teaching staff worked many hours during lockdown to facilitate online teaching, and to support students. Our prefects also did a fantastic job of supporting and encouraging students online through a range of activities and quizzes.
3. *To raise the engagement of all students to attain their personal best.*
  - Our traffic light system continued to enable staff to identify and support students who were falling behind or in danger of falling behind academically, and this has now been successfully implemented across years 9-13. We had variable NCEA results across Years 11- 13, but one of our best year's achievement yet for our year 12 cohort, and excellent results were exhibited across the board in terms of numeracy and literacy. We continue to analyse our achievement statistics by gender and ethnicity, and actively seek to reduce differences in achievement between groups through a range of teaching and learning initiatives. One of these has been removing streaming from English and Maths classes and in 2020 evidence suggests this is making difference to student engagement and achievement. A new

dyslexia class has also proven to be successful in enabling students to achieve their personal best. We continue to extend our students and it is pleasing to see two NCEA Scholarships awarded to our year 13 students as well as numerous university and community/business funded scholarships and bursaries for students at our annual academic prizegivings.

4. *To strengthen self-review, active communication, positive relationships and partnerships within the school and with iwi, Taitoko Kāhui Ako (CoL) and the wider community.*
  - Tuesday morning staff meetings continued their focus on sharing best practice and developing digital learning capacity with staff meetings moving online during Covid lockdown. Students managed to engage in community and service activities as Covid levels permitted. The school celebrated student performance across four pillars (academic, arts and culture, sports and service) as it was able in 2020. The board maintained its program of policy reviews ensuring each reviewed policy is fit for purpose and will serve us well into the future. The school has a good working relationship with iwi and schools in our local area, and in 2020 participated in a range of activities, including Kahui Ako learning/sharing days. The Board has continued its regular updates to the school community (housed on the website under Horowhenua College Board) and in the NUA News and continued to build relationships with community stakeholders through meetings and community events.

In addition, Horowhenua College Board has annual academic goals. In 2020 four goals were aligned with the strategic goals above. These goals were to:

1. *To give all staff opportunity to have regular, ongoing opportunities to upskill their pedagogy (teaching knowledge and skills), to identify and share best practice across faculties.*

This target was achieved, and the focus of all staff meetings in 2020 was on professional development with a particular focus on recognising and assisting students with dyslexia, restorative practices and culturally responsive relational pedagogy. A substantial number of beginning teachers were supported with a special professional development programme for them, and staff were encouraged to apply for professional development in areas of interest.

2. *To upskill staff in culturally responsive relational pedagogy, and to see evidence of this in their practice. This was important in terms of supporting the engagement and achievement of all students.*

This target was achieved. All new staff undertook culturally responsive relational pedagogy training and this was a major focus of staff meetings for 2020. Teachers were encouraged to share ideas on how this was influencing student learning. Emphasis was placed on recognising the diversity of our student cohort through such activities as Flag Assembly, various language weeks, cultural dress and food events.

3. *Annual Goal 3 is aligned with ensuring a safe and inclusive environment that enhances student learning and wellbeing and is centred upon staff using restorative practices in their teaching.*

This target was also met; new staff and beginning teachers had restorative practice training. Regular Deans meetings with whānau teachers enables feedback on restorative practices and procedures. Restorative practices are now the initial default response by all staff to student behaviour, thus demonstrating the embedding of these practices in teaching and behaviour management.

Many of these initiatives and programmes related to the 2020 annual goals will continue to be supported and implemented by the College in 2021. You can find the new strategic goals for 2021 in the Horowhenua College Charter and Strategic Plan also available on the School website.

The Board will report on the goals for the 2021 academic year in their 2022 annual report and will provide updates on the work of the board through our 'News from the Board' reports during the year.



Juliana Mansvelt  
Chair Horowhenua College Board

April 2021