



# Ashburton College

# Charter

January 2016

# Table of Contents

Introduction .....	2
<b>CHARTER .....</b>	<b>3</b>
Our College Charter .....	4
Our Mission .....	4
Our Vision .....	4
Our Values .....	4
Emphasis .....	4
Short Form of Our Charter .....	4
Legislative Framework of Our Charter .....	5
Education Act 1989 .....	5
Meeting this Framework .....	5
National Education Guidelines (NEGs).....	5
Meeting the NEGs.....	6
National Administration Guidelines (NAGs) .....	7
Meeting the NAGs.....	8
Policies & Statements Which Support Our Charter .....	9
Charter Vision .....	9
College Values .....	10
For Our Students .....	10
For Our Teaching Staff.....	11
Governance Manual .....	12
<b>REFLECTING NEW ZEALAND'S CULTURAL DIVERSITY .....</b>	<b>13</b>
Policies and Practices .....	14
Māori and Pasifika Student Achievement and Engagement .....	14
Pasifika Student Achievement and Engagement .....	14
Instruction in Tikanga Maori and Te Reo Maori .....	15
Statement for Students Wishing to be Taught Te Reo Maori and/or Tikanga .....	15
Statement for Students Wishing to be Taught in the Medium of Te Reo Maori.....	15
<b>STRATEGIC PLANNING .....</b>	<b>16</b>
Strategic Goals 2016 - 2020.....	17
2016 Annual Plan.....	18



## Introduction

This document is the Ashburton College Charter as revised in November 2015.

It sets out the Vision, Values, and Strategic Goals of Ashburton College and states how the College will meet its' legislative requirements

Our Charter is a living document which is regularly reviewed and updated by the Board of Trustees to ensure that we are continually focussing on the College's current performance and direction.

Rennie Davidson  
Chairperson, Board of Trustees

Grant McMillan  
Tumuaki • Principal





# CHARTER

# Our College Charter

The Charter of Ashburton College is as follows:

## Our Mission

“Individual Excellence in a Supportive Learning Environment”

## Our Vision

Ashburton College provides a learning environment built on three pillars of excellence incorporating **Exceptional Learning**, **Exemplary Citizenship**, and **Exciting Opportunities**.

## Our Values

We place an emphasis on Students and Staff **Achieving Quality**, **Showing Pride** in themselves and their community, and **Having Respect** for everyone and everything.

## Emphasis

Ashburton College is committed to being **The College for Our Community**.

## Short Form of Our Charter

The above Mission, Vision, Values and Emphasis together form the short form of the College’s Charter.





# Legislative Framework of Our Charter

The following requirements form the basis of our Charter and the Board of Trustees' governance of the College.

## Education Act 1989

This Act sets out the legislative requirements to our Charter in sections 61 to 63B, which encompass:

### **Section 61: School Charter**

Which sets out the requirement for and contents of a school's Charter, including specifically required sections and giving effect to the National Education Guidelines.

### **Section 62: Procedural Requirements of Preparing or Updating School Charter**

Describing the need for a school to ensure its Charter complies with current requirements, including the National Administration Guidelines, and that a copy is to be provided to the Secretary of Education.

### **Section 63: Effect of a School Charter**

Being that the Charter is an undertaking by the Board of Trustees to the Minister of Education

### **Section 63A: When a School Charter or Updated Charter Takes Effect**

Setting out the process of consideration by the Secretary for Education for a school's Charter, including the Secretary's ability to seek to renegotiate or if necessary direct changes to the Charter.

### **Section 63B: Board Must Make Copies of the School Charter Available**

States this requirement.

## Meeting this Framework

All of these requirements are met by the Board of Trustees, as is indicated through this Charter and the College's Annual Reports.

## National Education Guidelines (NEGs)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

### **NEG 1**

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

### **NEG 2**

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

### **NEG 3**

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.



**NEG 4**

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

**NEG 5**

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

**NEG 6**

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

**NEG 7**

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

**NEG 8**

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

**NEG 9**

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

**NEG 10**

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## Meeting the NEGs

The College seeks to meet the National Education Guidelines through its Vision and Values, Strategic Plan, Policies, and Procedures.



## National Administration Guidelines (NAGs)

The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies.

### NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*. Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- student achievement in literacy and numeracy, especially in years 1-8; and then to
- breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- who are not achieving;
- who are at risk of not achieving;
- who have special needs (including gifted and talented students); and
- aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

(a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;

(b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

(c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified





through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

### **NAG 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

### **NAG 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

(a) allocate funds to reflect the school's priorities as stated in the charter;

(b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

(c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

### **NAG 5**

Each board of trustees is also required to:

(a) provide a safe physical and emotional environment for students;

(b) promote healthy food and nutrition for all students; and

(c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

### **NAG 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

## **Meeting the NAGs**

The College seeks to meet the NAGs through the actions described in the Colleges Strategic Plan, Policies and Procedures.



## Policies & Statements Which Support Our Charter

The following policies and statements support and inform our Charter, or are required by the Crown as a part of our College Charter.

### Charter Vision

Ashburton College will provide a learning environment built on three pillars of:

**Exceptional Learning** includes aspirational goals of:

- Student Achievement where:
  - Our students are highly engaged
  - All of our students successfully graduate from College. That is they transition from College to full-time employment, further training or education all of which leads to a meaningful qualification and further pathways;
  - 85% of the students leaving College have achieved at least NCEA Level 2;
  - Our student achievement in NCEA is at the top or above our decile, when compared with other similar NZ schools; and
  - Our Maori and Pasifika students are achieving at similar levels to their peer group and cohorts;
- Our Teaching staff are:
  - Highly engaged and developed in their professional practices, and
  - Contributing to our College success and student outcomes
- Continuous and ongoing improvement is evident

**Exemplary Citizenship** where aspirational goals of

- Student Leadership where:
  - Our College develops and provides opportunities for a large number of our students to grow as leaders and take responsibility for aspects of their environment and the wellbeing of their peers;
  - Our Staff and Trustees are role models for our students;
- Our College as a member of the Community:
  - Is recognised as being a valuable and active member of the Mid Canterbury and wider community and communities.

**Exciting Opportunities** where our College provides:

- Opportunities and support for our Students and Staff to become involved in:
  - Sports and Recreational activities; and
  - Arts and Cultural activities
- Through the College's relationships and linkages, opportunities for students and staff to further their skills, experience and endeavours;
- Recognition to students and staff whom become involved and succeed in these areas.



## College Values

Our Charter sets out three core values for our Students, Staff and Trustees. These core values are at the centre of the type of place we want our College to be, in effect our underlying and organisational culture.

Through consultation we have so far identified the valued behaviours for Students and Teaching Staff within our College's Culture.

### For Our Students

<b>Achieve Quality</b>
<b>Students</b>
<ul style="list-style-type: none"><li>• Being organised &amp; ready to learn.</li><li>• Attending class, being on time.</li><li>• Doing the best we can.</li><li>• Having a positive attitude- giving things a go.</li><li>• Working well with others.</li><li>• Allowing others to learn.</li><li>• Following instructions and making good decisions.</li><li>• Behaving appropriately</li><li>• Working towards personal goals.</li><li>• Seeking help when needed.</li></ul>
<b>Show Pride</b>
<b>Students</b>
<ul style="list-style-type: none"><li>• Caring about how others see us.</li><li>• Wearing the uniform correctly.</li><li>• Participating in school activities.</li><li>• Supporting our college and peers-encourage.</li><li>• Celebrating achievements of individuals and groups.</li><li>• Caring for the environment</li></ul>
<b>Have Respect for Everyone and Everything</b>
<b>Students</b>
<ul style="list-style-type: none"><li>• Respecting property, others and self.</li><li>• Showing self-respect.</li><li>• Listening to one another.</li><li>• Accepting that others can be different.</li><li>• Respecting cultural backgrounds.</li><li>• Being polite and courteous.</li><li>• Speaking respectfully.</li><li>• Being cooperative.</li><li>• Supporting efforts of others.</li><li>• Being honest.</li></ul>

### Achieve Quality

#### Teachers

- Being well organized and arriving on time.
- Attending staff commitments.
- Having a positive attitude.
- Being prepared to take risks.
- Doing the best we can.
- Meeting professional deadlines.
- Marking and returning work in a timely manner.
- Working well with others.
- Behaving appropriately (promoting learning).
- Working towards personal goals.
- Asking for help when needed.
- Reflecting on our teaching and learning.
- Being proactive and innovative.
- Maintaining professional knowledge.
- Setting high expectations.

### Show Pride

#### Teachers

- Caring about how others see us.
- Dressing appropriately (professional dress) according to code.
- Supporting others to reflect our pride in our college and profession.
- Keeping our classrooms clean and tidy.
- Actively advocating for the college.
- Being (aware that all times we are) ambassadors for the college and our profession.
- Addressing issues rather than walking past them.
- Being excited (passionate) about our work.
- Being proud of what we and our students achieve.

### Have Respect for Everyone and Everything

#### Teachers

- Respecting property, resources, others and self.
- Listening to one another.
- Being polite and courteous.
- Accepting that others can be different.
- Respecting cultural backgrounds.
- Speaking respectfully. (Treat others with respect)
- Knowing our students—no faking it.
- Letting our students get to know us.
- Addressing the behaviour and supporting the person.
- Maintaining our professionalism
- Acknowledging we work with young people who will make mistakes.
- Being honest.
- Supporting efforts of others—do our duty and fulfil obligations.
- Consistency

## Governance Manual

The Board has reviewed all of the Board of Trustee Policies and has adopted the NZSTA recommended approach.

This approach has a Board of Trustees Governance Manual and a set of Policies which are supported by the College level Procedures.







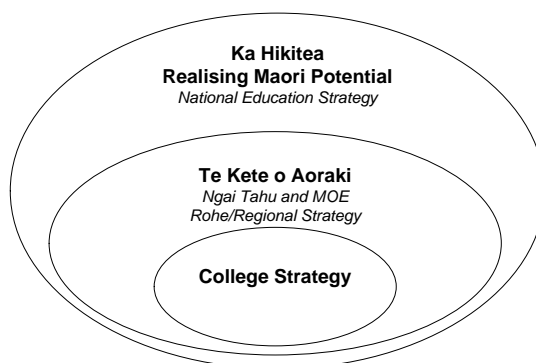
# REFLECTING NEW ZEALAND'S CULTURAL DIVERSITY

## Policies and Practices

The College has in place and is further developing initiatives, procedures and practices that will support increases in achievement and engagement for Māori and Pasifika students. The main policies as are as follow:

### Māori and Pasifika Student Achievement and Engagement

The College has reviewed its' current strategies with a view to bringing current initiatives together within the College, as shown.



There are several broad themes to the current strategy, including:

- Engaging with our Maori students and their whanau
- Developing our staff and their practices, including teacher decisions that support learning and belonging
- Creating a physical environment that is warm to our Maori students and their whanau
- Creating an emotional environment that is warm to our Maori students and their whanau
- Developing our students and community understanding and acceptance of Te Reo and Tikanga, including through regular use and College practices
- Strengthening the College Maori Department and student participation in Kapa Haka and Manu Korero
- Strengthening our relationships with Arowhenua Marae (Ngai Tahu papatipu rununga) and Hakatere Marae (local Nga Mata Waka marae)
- Putting in place Mentors for students at risk of poor achievement

### Pasifika Student Achievement and Engagement

Ashburton District has the fastest growing Pasifika population in the South Island. Accordingly, the College has reviewed its strategies for better supporting our Pasifika students and their families. The core component is the Colleges involvement in a Home-School Partnership which has been facilitated by the Ministry of Education and includes three other schools.

A range of activities have occurred, the broad themes including:

- Engaging with our Pasifika students and their whanau
- Developing our staff and their practices, including teacher decisions that support Pasifika student's learning and belonging
- Collaborating with other schools, including primary and intermediate
- Making connections with key people and agencies in our community, including local agencies, the Ministry of Education, and University of Canterbury advisory services

## Instruction in Tikanga Maori and Te Reo Maori

### Statement for Students Wishing to be Taught Te Reo Maori and/or Tikanga

The College is able to provide learning of Te Reo Maori from Years 9 to 13, including NCEA courses and courses that lead to qualifications.

The College facilitates, and often hosts, wananga in elements of Tikanga.

Additionally, students are supported to learn and participate in Kapa Haka and other opportunities (wananga, hui, Manu Korero competitions etc) through the College's wider involvement and relationships with local marae.

### Statement for Students Wishing to be Taught in the Medium of Te Reo Maori

Unfortunately the College is currently unable to provide teaching or tuition through the medium of Te Reo Maori.

Should a student or their whanau request to be taught in this way the College will endeavour to support this to occur. This could include assisting with distance learning, or supporting them to enrol in one of the Otautahi-based Kura Kaupapa Maori.







# STRATEGIC PLANNING

# Strategic Goals 2016 - 2020

Ashburton College's Strategic Goals for the next 5 Years (2016 to 2020) are:

1. Students will achieve the following targeted outcomes for our pillars of excellence of [Exceptional Learning](#), [Exemplary Citizenship](#), and [Exciting Opportunities](#).

		2020
Exceptional Learning	<b>Level 1 NCEA</b> <i>All students achieve no less than</i>	95%
	<b>Level 2 NCEA</b> <i>All students achieve no less than</i>	92%
	<b>Level 3 NCEA</b> <i>All students achieve no less than</i>	80%
	<b>University Entrance</b> <i>For students who want to to achieve no less than</i>	75%
	<b>College Leavers</b> <i>All students leaving with NCEA Level 2 qualification or above is no less than</i>	85%
	<b>College Leavers</b> <i>All students leaving with a minimum of Level 2 or equivalent (e.g. apprenticeship)</i>	90%
	<b>Merit &amp; Excellence Endorsement</b> <i>College students achieve endorsements at or above decile rate</i>	Decile%
Exciting Opportunities	<b>Student Participation in Arts and Cultural Activities</b> <i>Participation percentage of individual students</i>	70%
	<b>Student Participation in Sporting and Recreational Activities</b> <i>Participation percentage of individual students</i>	70%
Exemplary Citizenship	<b>Student Leadership throughout the College</b> <i>Participation percentage of individual students</i>	20%

2. Ashburton College will be considered by our staff as being a great place to work and to be a part of.
3. Ashburton College will successfully prepare and transition students for their future learning, training, or workplace.
4. Ashburton College will be recognised in Mid Canterbury and our communities as a high quality school that they are proud of.





# 2016 Annual Plan

Ashburton College's Annual Plan, and associated actions, for 2016 is to achieve the following:

1. Students will achieve the following targeted outcomes for our pillars of excellence of **Exceptional Learning**, **Exemplary Citizenship**, and **Exciting Opportunities**.

	Annual Goal	2016
Exceptional Learning	1a <b>Level 1 NCEA</b> <i>All students achieve no less than</i>	90%
	1b <b>Level 2 NCEA</b> <i>All students achieve no less than</i>	88%
	1c <b>Level 3 NCEA</b> <i>All students achieve no less than</i>	71%
	1d <b>University Entrance</b> <i>For students who want to to achieve no less than</i>	50%
	1e <b>College Leavers</b> <i>All students leaving with Level 2 or above is no less than</i>	85%
	1f <b>Merit &amp; Excellence Endorsement</b> <i>College students achieve endorsements at or above decile rate</i>	Decile%
Exciting Opportunities	1g <b>Student Participation in Arts and Cultural Activities</b> <i>Participation percentage of individual students</i>	40%
	1h <b>Student Participation in Sporting and Recreational Activities</b> <i>Participation percentage of individual students</i>	60%
Exemplary Citizenship	1i <b>Student Leadership throughout the College</b> <i>Participation percentage of students</i>	20%

## 2. Student Learning

- a. To identify and respond to students at risk in Years 9 and 10, includes:
  - i. At risk of not achieving
  - ii. At risk of not engaging
  - iii. Better measuring and tracking student progress in Years 9 and 10
- b. Lifting the number of Merits and Excellences gained by our students in NCEA
- c. Increasing the ways in which we recognise student success and student motivation to succeed
- d. Increasing the citizenship shown by our students

## 3. Preparing Our Students for the Future

- a. Curriculum Review – carrying out/implementing the first priorities/stages of this
- b. Maori students at risk of not achieving or engaging (SAF project)



- c. Strengthening vocational guidance (to include goal setting, and a career plan)
- 4. The College as a Great Place to Work and be a part of**
- a. Implement priorities from Staff Survey
  - b. Develop a plan to attract, recruit and retain high quality Staff who will make a long term commitment to Ashburton
- 5. The College for Our Community**
- a. Strengthen and support the development of the 'Old Collegians' Alumni group
  - b. Better connect students, staff and parents/caregivers (e.g. events with focus, PTA?)
  - c. Strengthen connections with communities within our community (e.g. Maori, Pasifika, Filipino)
  - d. Promote a range of culturally appropriate quality learning experiences with a curriculum based on meeting the individual needs of students in the context of the wider needs of the College and local community.

