

# Ashburton College Board of Trustees Strategic Plan Summary Statements: 2021-2025



## The Board's mahi will be measured against:

**Our Mission**  
Individual Excellence in a Supportive Learning Environment

**Our Vision**  
Learners will be engaged in learning for life and they will be collaborative, connected and creative.

**Our Values**  
With emphasis on our school community displaying the AshColl Way through the core values of:

Quality – Te Ata Pai  
Pride – Manawa Whakahīhi  
Respect – Whakaute

## Our Aspirations are:

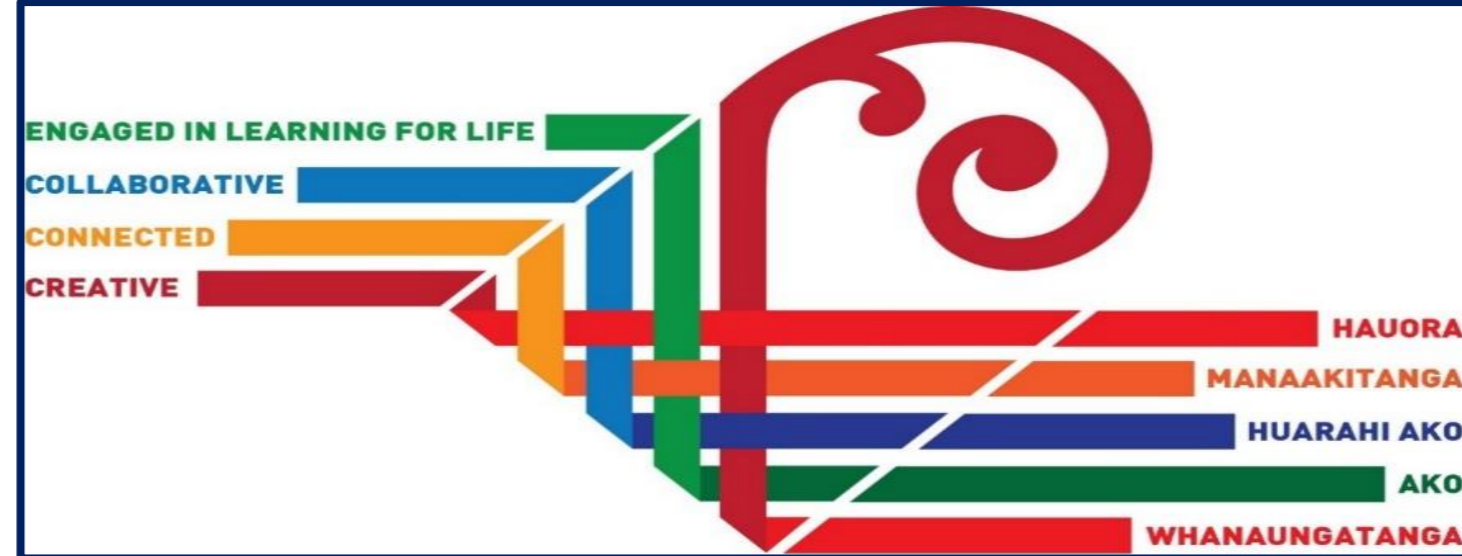
### To further develop and build -

- Collaborative, creative and connected students.
- Cultural responsiveness.
- Strengthening The AshColl Way
- Developing students for the future, as 'global' citizens.

## Te Tiriti o Waitangi / Cultural Responsiveness

- Understand and utilise Te Tiriti o Waitangi principles.
- Use of Cultural Narrative - Tākata Whenua O Hakatere
- Understand and acknowledge the difference between, and recognition of, bi-culturalism and multi-culturalism, celebrating and making this known into our community.
- Key relationships – Arowhenua Marae, Hakatere Marae.
- Recognition of the unique place of Māori as tangata whenua.

Our kete symbolises a life-long learning journey, and represents 'carrying of ākonga capabilities to the wider community, weaving together diverse cultures and peoples of the Ashburton College community, and the four braided rivers of the region'.



## Student Achievement

- Implementation of New Zealand and Ashburton College Curriculum.
- Building strong relationships and weaving learning experiences, based on principles of, and giving mana to, dispositions of:
  - Hauora – Health/Well-being
  - Manaakitanga – Respect/Care for Others
  - Whanaungatanga – Connections/Relationships
  - Ako – Teach and Learn through interactions
  - He Huarahi Ako – Pathway to the Future
- Retaining choice: Innovation v Single Subject model – review/evaluate: looking to future curriculum to meet needs.
- Meeting needs of individual and different learners, through individualised programmes.
- Increasing individual pathways.
- Deliberate actions for higher student achievement – increase *Merit* and *Excellence* passes.
- Accelerated progress for priority learners.
- Online learning.
- Video Conferencing.
- Ensure Māori and Pasifika Student Achievement and Engagement.
- Liaise with ERO re new support process/ERO liaison person to individual schools.

## International Department

(COVID constraints permitting).

### Enhancing Cross-Cultural relationships by -

- Supporting and encouraging growth of International fee-paying student numbers, to an optimum level.
- Hosting international student tour groups, and supporting reciprocal visits.
- Integrating students within teaching, learning, experience programmes and extra-curricular activities.

## Communication, Community Key Relationships, Inclusivity

- Responsive to community needs by maintaining/developing wide range of educational teaching and learning courses - vocational and academic.
- Hakatere Kāhui Ako (Community of Learning).
- Increased connectedness with business and wider community.
- Successful partnership between school and home as a key component of positive and successful secondary school experiences for all students.
- Strengthen partnerships between kura and community providers, and expand liaison, to create and enhance learning opportunities and pathways.
- Connections with key people/agencies – Local, MoE, Universities, Polytechnics, Advisory Services.
- Continue to include, value and develop: all students – cultural, gender, learning and social needs.
- Ashburton College Alumni group.

## Strategic Goals

- Student Achievement raised: through being future-focused, culturally responsive, learner-centred, challenging, opportunity-rich, and meeting the diverse learning needs of all ākonga.
- A successful Master Plan based re-build, which allows for:
  - connection with curriculum and changes
  - cultural responsiveness
  - reference to Education Brief
  - retention of key historical features: House system/colours, Phoenix Crest, Chessboard, Menorlue, as many established trees as possible.
- Rebuild: evaluation of non-MoE funded inclusions, and possible fundraising options.
- Prudent property maintenance to benefit current generation of students and staff prior to rebuild completion.
- Input/approval: College Charter and Strategic Plan
- Ensure growth of Hauora/ Well-being support for staff, students.
- Increase in-College inclusivity.
- Quality staff: recruitment/retention, effective Professional Development, use of Exit Interview feedback to inform Board.
- Prepare for incoming New Zealand citizens with refugee status.
- Grow ESOL support capacity.