



Ashburton College

Charter

2020



Introduction

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



Jeremy Savage
Chairperson, Board of Trustees



Ross Preece
Tumuaki • Principal



Overview

Ashburton College serves the Mid Canterbury region which is encompassed within the boundaries of the Rangitata and Rakaia Rivers. The town itself has about 22,000 inhabitants with another 13,000 living in the surrounding countryside. Ashburton College provides secondary education to the majority of students in Years 9 to 13 from the region. It is a community college that offers a diverse range of educational opportunities from academic to vocational and also makes use of our agricultural economy. The College has a strong tradition of sporting, cultural and academic success. The school roll is approximately 1,200 students. A major rebuild is scheduled for the college over the next six years. We are adapting our curriculum and pedagogy to meet the future needs of our students as they go out into a world that increasingly requires collaboration, connectedness and creativity.

Our College Charter

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

We place an emphasis on our school community displaying the AshColl Way through the core values:

- Quality – Te Ata Pai
- Pride – Manawa Whakahīhī
- Respect – Whakaute



Emphasis

Ashburton College is committed to being **The College for Our Community**. This links with our established Te Kāhui Ako O Hakatere (Community of Learning) goal of meeting the educational aspirations of the wider Ashburton community.

Contexts

Ashburton College gives students opportunities for learning and success in academic, cultural and sporting contexts. These opportunities for learning occur across a range of kura experiences including: Ako Class, Innovation Classes (cross-curricular learning), Specialty Subjects, Houses and co-curricular experiences.

The following aspects support the development and enhancement of effective teaching and learning: The AshColl Way, Culturally Responsive and Relational Pedagogies, Local Curriculum Design, Hakatere Kāhui Ako and technology integration in learning. Professional development, collaborative endeavour and evaluation for continuous improvement enhance our collective ability to deliver future-focused, culturally responsive and learner-centred education for all ākonga.



Whakatauki

He puawaitanga harakeke, he rito whakakī whārarua

A flourishing harakeke plant where the outer leaves support and nourish the inner to become strong and contribute to the growth of the whole plant

Strategic Direction 2020-2024

There are two broad overarching drivers for change that will underpin the next three to five years at Ashburton College. These are:

Curriculum and Pedagogical Change

A change in our curriculum and pedagogy to enable our learners to be better equipped for their future. Students will need to be collaborative, connected, creative, future problem solvers. They need to be independent thinkers and effective communicators. This aligns with a global movement that requires widespread change to the traditional secondary model of education. This will be further supported with our new build.

Culturally Responsive and Relational Pedagogy

Growing capability in teaching and learning that is culturally responsive and relational. This will strengthen our commitment to Te Tiriti o Waitangi and supports success for our increasingly diverse population within the Mid Canterbury region.

Enablers and Initiatives that Promote the Strategic Direction

- Teaching and Learning
- Student Achievement
- Curriculum
- Inclusiveness
- Student and Staff Hauora/Well-Being
- Student Leadership
- Staff – Teaching & Support
- AshColl Way
- Cultural Responsiveness
- College Property Development
- Community Relationships – Creating Positive Interactions
- Principal Appraisal
- Teacher Appraisal and Professional Development
- Support Staff Appraisal
- ERO
- International
- Board – Aspirational



Executive Summary of 2020 Annual Plan

There are eight areas to take Ashburton College forward for this year:

A	Environment / Property	<p>Via:</p> <ul style="list-style-type: none"> • Construction of Education Brief & Concept Master Plan for new build. • Share Concept Master Plan with community and neighbours of nearby properties. • Construct a programme of property maintenance based on \$400,000 Ministry of Education funding & Health & Safety under 5 Year Agreement. • Discuss the future of Menorlue. • Establish the viability of solar panels for the new build. • Investigate community use of potential large covered space.
B	Cultural Responsiveness	<p>Via:</p> <ul style="list-style-type: none"> • Increase our acknowledgement of cultures other than European. • Continue to grow staff cultural confidence with use of Te Reo. • Turn this year's pōwhiri into an event to welcome Māori community onto Ashburton College. • Offer to meet with marae committee to see how they might wish to use cultural narrative. • Continue to grow our use/understanding of Culturally Responsive & Relational Pedagogy. • Investigate the commissioning of the carving of a waharoa. • Investigate subject choices of Māori & Pasifika students at Years 10, 11 & 12. Focus on course choices to reflect their potential. • Target improved academic outcomes in Years 11 & 12, particularly for Māori and Pasifika. • Support position for ESOL created. • Establish systems to welcome & support Afghan refugees.
C	Curriculum Reform	<p>Via:</p> <ul style="list-style-type: none"> • Continue to grow staff uptake of "innovation" or other curriculum reform at Year 9 & 10. • Begin the process of developing staff awareness of shared spaces & increasing subject collaboration. • Consideration given to greater use of project based learning. How this might be applied in a cross-curricular setting. • Continuation of understanding of how new buildings will shape change in practice.

D	Transitions	<p>Via:</p> <ul style="list-style-type: none"> • Continue with adaptive programme for anxious Year 8 students entering into Year 9. • Transition to work programmes for students in Years 12 & 13. • Continue with tracking Year 13 leavers destinations. • Introduce a support programme for refugees to help their introduction to New Zealand. • Introduce a “holding period” of 3 days particularly for enrolments that happen outside of normal start dates.
E	Well-being and PB4L	<p>Via:</p> <ul style="list-style-type: none"> • Continue with wellbeing & resilience programmes to support both staff & students. • Continue with NZCER wellbeing survey for staff plus introduce “Me & my school” survey for students. • Continue supporting wellbeing focussed work led by student executive. • Continue to develop and embed The AshColl Way
F	Finance	<p>Via:</p> <ul style="list-style-type: none"> • Continue to monitor finance situation. Analyse portion of bulk grant expenditure on support staff & number of teaching staff “funded” by Board of Trustees. • Continue to grow/support the working relationship between Executive Officer & Board of Trustees. • Investigate how to maintain margins for support staff once minimum wage rate is lifted to \$20.15 in April. • Application to Ministry of Education regarding sustainability fund for solar power. • Investigate open space roof.
G	International	<p>Via:</p> <ul style="list-style-type: none"> • Construct an international plan to consider marketing in 2020-2022 • Maintain contacts with agents in Germany. • Maintain & grow contacts with Japan & China. • Follow up on emerging opportunities in Taiwan.

H

Student Achieving/
Reporting

Via:

- Targets for NCEA for 2020 (roll based):
 - Level 1 – 90%
 - Level 2 – 80%
 - Level 3 – 70%
 - University Entrance – 80% (of those eligible)
- Review progress reporting particularly “Achieve Quality”
- Investigate & implement a different form of reporting for innovation students.
- Improvement in processes signalling & tracking NCEA progress to whanau.
- Continue with implementation of Curriculum Progress Tools for informing next steps and tracking progress.
- Continue with Ministry of Education trial investigating value added
- Support the Pasifika homework club run by Fale Pasifika.
- Close & early tracking of Māori & Pasifika students progress and achievement.
- Embed Learning Support Coordinators into Ashburton College.

