



Ashburton College Charter 2021



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.



Jen Muir
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 1,240 students.

A major rebuild is scheduled for the College over the next five 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.

The College enjoys strong links with Ashburton College's Alumni.



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, Cultural Narrative–Tākata Whenua O Hakatere, 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, and development of students as ‘Global Citizens’.



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 2021-2024

There are two broad over-arching 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 by 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, Initiatives and Key Components that Promote the Strategic Direction:

- Teaching and Learning
- Student Achievement
- Curriculum
- Inclusive Education
- Successful partnership between College and home
- Student and Staff Hauora/Well-Being
- Student Leadership
- Staff – Teaching and Support
- AshColl Way
- Cultural Responsiveness
- College Property Development
- Community Relationships – Creating Positive Interactions
- Te Tiriti o Waitangi
- Recruitment of quality staff, and retention
- Professional Growth Cycle and Professional Development
- Support Staff Appraisal
- Communication
- International – student programmes
- Board of Trustees – Aspirational



Executive Summary of 2021 Annual Plan

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

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| A | Bicultural Partnership | <ul style="list-style-type: none"> • Engagement with Arowhenua Rūnanga and Hakatere Marae Komiti • Staff commitment and increasing confidence in te reo and tikanga • Māori student attendance and achievement • Māori Innovation and Ako classes |
| B | Cultural Responsiveness | <ul style="list-style-type: none"> • Inclusion of Pasifika whānau • Inclusion and welcome of Afghan refugees • Support for English as an Additional Language learners • Culturally responsive and relational pedagogy professional development |
| C | Teaching, Learning and Student Achievement | <ul style="list-style-type: none"> • Tracking attendance and achievement in Years 11-13 • Value-added trial with Student Achievement Functionary • Learning Progression Frameworks, and Progress and Consistency Tool • Evaluate Innovation and Single Subject programmes, and the impact of each • Student progress reporting linked to AshColl Way • Engagement with new ERO model • Growing local curriculum and subject collaboration • Accelerated programme for priority learners, increase <i>Merit</i> and <i>Excellence</i> Credits gained, Video Conferencing, Online learning • Learning support mechanisms utilised |
| D | Well-being and AshColl Way | <ul style="list-style-type: none"> • Preparation for possible disruption linked to COVID • Continue to develop Restorative Practice • Refine counselling and pastoral systems • Grow Hauora/Well-being support for staff and students |



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| E | Curriculum Reform and New Build | <ul style="list-style-type: none"> • Finalise Master Plan and share with school community • Staff consultation and input into learning space design and functionality • Investigate community support for non-MOE-funded new build inclusions • Plan for the implementation of changes to NCEA Level 1 and the wider Review of Achievement Standards and NZ Curriculum Refresh • Prudent property maintenance to benefit current generation of students and staff |
| F | Finance and International | <ul style="list-style-type: none"> • Monitor level of teacher staffing usage • Continue promotion of 'Bring Your Own Device', ensuring equity of access • Celebrate the diversity in the school • Maintain links with international agents and contacts • Prioritise Board-funded contributions to new build |

