



Ashburton College

Charter

2018





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Introduction

This document is the Ashburton College Charter as revised for 2018.

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 reviewed and updated by the Board of Trustees to ensure that we are continually focussing on the College's current performance and direction. The next Board Review is scheduled for 16 October 2018, in preparation for 2019.



Jeremy Savage
Chairperson, Board of Trustees



Ross Preece
Tumuaki • Principal





CHARTER



Our College Charter

The Charter of Ashburton College is as follows:

Our Mission

“Individual Excellence in a Supportive Learning Environment”

“Ehara taku toa i te toa takitahi Engari, he toa takitini”.

“Success is not the work of one but the work of many”.

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**.
This links with our established Te Kāhui Ako O Hakatere (CoL) goal of meeting the educational needs of the wider Ashburton 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.

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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.



Policies and 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;
 - 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 Māori 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 who 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

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



For Our Teaching Staff

Achieve Quality

Teachers

- Being well organised 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 (treating 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 approach. This approach has a Board of Trustees Governance Manual and a set of policies which are supported by the College level procedures.

These are reviewed over the three year rotational cycle, as set out in the Board's Annual Review Timetable.





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 Māori 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 Māori students and their whanau;
 - Creating an emotional environment that is warm to our Māori 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 Māori Department and student participation in Kapa Haka and Manu Kōrero;
 - Continuing to strengthen 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.
 - CR & RP facilitated via Professional Learning Development Contract.
- Long-term goal: that Ashburton College is a school in which all members of our community value Māori as Māori.
- Continue to grow awareness and confidence as a bi-cultural institution.

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 College's involvement in a Home-School Partnership

A range of activities has 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 Māori and Te Reo Māori

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

The College is able to provide learning of Te Reo Māori 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 Kōrero 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 Māori

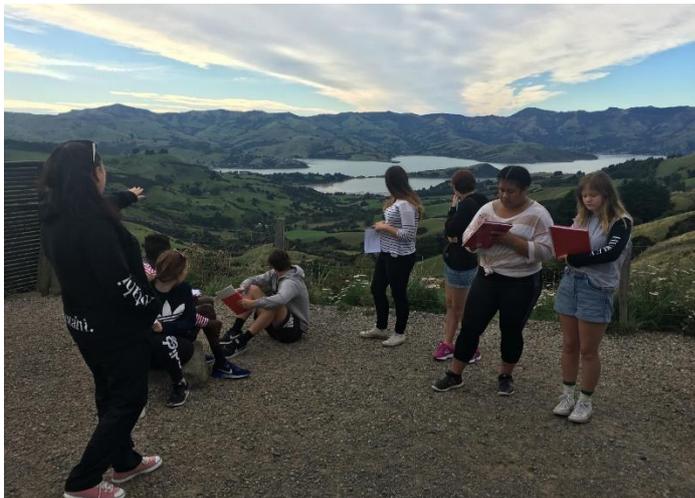
At this stage the College is currently unable to provide teaching or tuition through the medium of Te Reo Māori

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 Otago-based Kura Kaupapa Māori.



ESOL Learners

Recognition of the aspirations and support needed for ESOL Learners and relevant ethnic groups – eg: Filipino, due to high numbers in Mid Canterbury.



STRATEGIC PLANNING

Strategic Goals 2018

Ashburton College's Strategic Goals for 2018 are:

1. Students will achieve the following targeted outcomes for our Pillars of Excellence of **Exceptional Learning**, **Exemplary Citizenship**, and **Exciting Opportunities**.
2. Identify and respond to 'at risk' Year 9 and Year 10 students, including identifying priority learners, and students in need of accelerated progress.
3. To have a co-ordinated programme, using tools, to predict NCEA Credits and to maximise student achievement.
4. Ashburton College will be considered by our staff as being a great place to work and to be a part of.
5. Ashburton College will successfully prepare and transition students for their future learning, training, or workplace.
6. Ashburton College will be recognised in Mid-Canterbury and our communities as a high quality school that they are proud of.

		By	2020
Exceptional Learning	Level 1 NCEA <i>All students achieve no less than</i>		90%
	Level 2 NCEA <i>All students achieve no less than</i>		85%
	Level 3 NCEA <i>All students achieve no less than</i>		70%
	University Entrance <i>All students achieve no less than</i>		50%
	College Leavers <i>All students leaving with NCEA Level 2 qualification or above is no less than</i>		85%
	College Leavers <i>All students leaving with a minimum of Level 2 or equivalent (e.g. apprenticeship)</i>		90%
	Merit & Excellence Endorsement <i>College students achieve endorsements at or above decile rate</i>		35 % of each year group
Exciting Opportunities	Student Participation in Arts and Cultural Activities <i>All students achieve no less than</i>		80%
	Student Participation in Sporting and Recreational Activities <i>All students achieve no less than</i>		80%
Exemplary Citizenship	Student Leadership throughout the College <i>All students achieve no less than</i>		35%



Executive Summary of 2018 Annual Plan

Key Directions

As approved by the Board of Trustees, at its February 2018 meeting.

A full thirteen page working document is available for in-College use, outlining underpinning Objectives, Action, Who is Responsible, Timeframe, Resources and Progress.

There are five initiatives to take the Ashburton College forward for this year:

- 1) **BYOD** (Bring Your Own Device) for all students, to progress e-Learning. Support programme for students unable to access own device.
- 2) Consolidate and progress **Culturally Responsive and Relational Pedagogy** (CR & RP).
- 3) Continue to plan for **Curriculum Change**, and prepare to implement the Year 9 Innovation Pilot class/es (integrated subjects) for Year 9 students in 2019.
- 4) Consolidate **Restorative Practises** procedures, and introduce **PB4L** school-wide, promoting it to be known as the AshColl way.
- 5) Continue with **Kahui Ako (Hakatere CoL)** across-school and within school relationships to further develop student achievement and transitions to College.
- 6) Ashburton College's Annual Plan for 2018 includes achieving the following:

A	Student Learning and achievement	Via: <ul style="list-style-type: none">• data available for analysis at all year levels;• evaluation of existing programmes and gaps;• future curriculum development, including IPA Pilot 2019 (Year 9);• growing e-Learning and BYOD;• staff can identify next steps for all learners, using mechanisms/measures to accelerate progress;• growing presence of tikanga and staff confidence with Te Reo;• introducing CR & RP principles;• all schools within district working co-operatively through Kahui Ako (Hakatere Community of Learning);• continuation of Kōhanga to support 'at risk' Year 9/10 students.
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B	Quality Learning Environment	Via: <ul style="list-style-type: none"> Ministry of Education/Cabinet agreement to future plan (re role growth, S68s + property money). Business Case level of acceptance anticipated end 2018/early 2019. growing powerful connections via International Students, Mid Canterbury philanthropic Trusts, Alumni; student access to ICT and staff ability to facilitate; improving appeal of environment; staff, student and parent satisfaction continues to grow. NZCER Survey (teaching staff, student survey), and Board Consultation Survey (community and staff).
C	Home-School Partnership	Via: <ul style="list-style-type: none"> fortnightly electronic reporting to parents/caregivers and it's impact; continue growing use of parent portal; developing use of Kamar; media presence and social media - evaluate and improve, including web-site update; continue/enhance AMP (three-way partnership interviews: parent/caregiver, student, teacher).
D	Personal and Professional Development	Via: <ul style="list-style-type: none"> Staff Development as 'reflective practitioners'; staff understanding 'teaching as enquiry'; appraisal as a growth tool rather than tick box; strengthen teacher appraisal system to include greater student voice and more <i>'frequent teaching as inquiry'</i>; culture of professional growth and willingness to challenge peers; systems and programmes to grow teaching and support staff; opportunities for our future leaders (staff and students).
E	School Organisation and Structure	Via: <ul style="list-style-type: none"> Property, Health and Safety; staffing (best use), and Management Units; Roles of key staff: Senior Leadership Team, Heads of Faculty, Heads of School and pastoral systems; Finance - including income streams (buses, international students, roll growth etc). Also key relationships via benefactors, local businesses and agencies; Supply of ICT, including SNUP upgrade of wireless. Set up for 2019 – Ako time: introduction of extended pastoral time to mentor students in their development (instead of Family Form time each day).
F	Policy Review	Via: <ul style="list-style-type: none"> Board of Trustees three year cycle; Health and Safety requirements; International Students; Property; Financial oversight for strategic resourcing.

Ashburton College's Annual Plan detail extends to incorporate the following:

1. Ashburton College will successfully prepare and transition students for their future learning, training, or workplace.

- 1a. Through the Curriculum Review the College will implement initiatives that improve students' experiences and/or student outcomes;
- 1b. Through Professional Learning and Development professional practices will be strengthened across the College;
- 1c. The Trades Experience and Primary Industries courses will be strengthened, in terms of the opportunities provided, the quality of the course and employment experience offered and the number of students taking these courses.
- 1d. By strengthening vocational guidance (to include goal setting, and a career plan).

2. Student Learning

- 2a. To identify and respond to students at risk in Years 9 and 10, includes:
 - i. identifying those 'at risk' of not achieving;
 - ii. identifying those 'at risk' of not engaging;
 - iii. better measuring and tracking student progress in Years 9 and 10;
 - iv. evaluation of enhanced progress for priority learners.
- 2b. lifting the number of NCEA Merits and Excellences gained by our students.
- 2c. increasing ways in which we recognise student success and student motivation to succeed.
- 2d. increasing citizenship awareness shown by our students, including via Ako time (2019).
- 2e. Investigate appropriate mechanisms to provide equitable access to ICT, with BYOD being introduced at all levels throughout the College.

3. Ashburton College will be considered by our staff as being a great place to work and to be a part of.

- 3a. Staff members will feel involved and consulted with;
- 3b. Positive staff morale;
- 3c. Attract, recruit and retain high-quality staff who will make a commitment to Ashburton College.

4. In accord with our Emphasis, Ashburton College will be recognised as a high quality school.

- 4a. Communication and partnerships will be maintained and strengthened between the College and our staff with parents, caregivers and our communities.



- 4b. Students and their families will report a valued relationship and pride in Ashburton College.
- 4c. Strengthening and supporting the College Alumni.
- 4d. Strengthening connections with ethnic communities - Māori, Pasifika, Filipino and other specific groups.
- 4e. Promoting 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.

