



ASHBURTON  
CHRISTIAN SCHOOL  
YEAR 7 TO 10  
PROSPECTUS 2018

*Love*  
*Know*  
*Serve*  
*Impact*



## Table of Contents

Table of Contents.....	2
Our Goal.....	3
Introduction.....	3
Communication with Parents.....	3
Our Staff (Areas of Responsibility).....	4
Curriculum.....	5
Year 7-8 Curriculum Framework.....	7
Year 9-10 Curriculum Frameworks.....	11
Fees.....	18
More Information.....	18

## **Our Goal**

ACS board, leadership and staff desire to provide an education that encourages children to achieve our vision for the glory of God. Our vision is to grow young people who:

- Love: God, others, self and world
- Know: God, His story, and our place in it
- Serve: Faithfully with our gifts and talents
- Impact others: bringing God's Kingdom to earth

## **Introduction**

We are conscious that a Christian school ought to prepare young people to be confident, Christ-like thinkers in a complex world. To achieve this we need to place God's Word central, presenting it as a trusted source for what we know and how we should live. Our confidence in this approach is born out of our faith in the truth of God's Word, the power of the gospel of Jesus and the working of the Holy Spirit.

However, we ought not to neglect the teaching of contrary opinions. It is essential to hear them out and study them in order to strengthen our own convictions. As such, we will present and discuss other philosophies believed on in the world. This is critical as our young people will meet these ideas in many other places.

Also central to our provision is the desire to have core subjects taught to a high standard, along with a focus on conceptual understanding of the world and opportunities to develop the competencies required for life.

## **Quality Teaching and Learning**

This document is designed to give parents an overview of the curriculum being offered at Year 7 to 10 at ACS. We believe that we deliver, in each subject, through quality teaching, an excellent programme of learning. This incorporates moderated assessment, standardised testing, learning support and a systematic process for curriculum evaluation and review.

Staff have high expectations around work habits and social behaviour. The focus is on self-discipline, organisation, pure relationships, zero substance abuse, wise technology use, body honouring dress codes and the honouring and obedience of all adults and peers. These are aspirational ideals. When not met in our students, we seek to respond by keeping a healthy tension between the firmness and grace that make for Godly discipline.

It is our desire that through all our plans, God is acknowledged as the source of our understanding, the guide for our lives and that He is honoured in our school.

## **Communication with Parents**

You are most welcome to contact any of our Staff either by their school email or by phoning the school office. Staff emails are listed on the page title 'Our Staff'.

## **Our Staff (Areas of Responsibility)**

### **Mike Hill (Assistant Principal, Head of the Middle School Y7-10)**

m.hill@acs.school.nz

Year 9-10 English, Design & Visual Communication, Social Studies, Visual Art, Drama and Options

### **Tim Kuipers (Principal)**

principal@acs.school.nz

Year 7-10 Outdoor Education, Christian Living

### **Maryke Blignault:**

m.blignault@acs.school.nz

Year 7-10 Mathematics and Science

### **Anne Gilbert:**

a.gilbert@acs.school.nz

Year 7-8 Classroom Programme including Maths, English, and Topical Studies

Year 7 to 10 Health and Physical Education and Sports Coordination

### **Technology Teachers (Year 7 to 10):**

mctc@hotmail.co.nz

Richard Brown: Materials Technology

Karen Christiansen: Food and Fabric Technology

Linda McClea: Food and Fabric Technology

### **TeKura Teachers (Year 9-10)**

Various teachers depending on subject choice.

# Curriculum

## Concept Based Learning and Key Competencies

The school is moving towards a conceptual and key competency based curriculum.

Concepts are abstract and generic ideas that can be understood through a range of contexts. They help make sense of the world. The Bible is full of them. Examples of concepts are freedom, love, peace, change, and systems. Building conceptual understanding of the world has the goals of developing knowledge, understanding and wisdom to achieve of Godly vision for life.

We are also deliberately designing curriculum to create increased opportunities to build key competencies for life. These competencies include thinking, managing self (self-discipline), collaboration, and relating to others. These skills require specific teaching and authentic opportunities to develop. This shift in focus will allow some parts of certain subjects to be taught in an integrated way.

## Transition to Year 11 at Ashburton College

We remain committed to teaching the full body of knowledge required in each subject in preparation for Year 11 curriculum options at Ashburton College. To this end, we continue to monitor and moderate the curriculum coverage and subjects offered at Ashburton College. In communication with past students, we have found ex-ACS pupils have been well prepared for the academic programme at Ashburton College.

## Senior School Awards

Following initial class time spent on defining Learning Responsibilities for students and the elements of Christian Character the Rock Awards are introduced to the senior students. The Rock Awards are given at Bronze, Silver and Gold Levels.

Pupils are given weekly points for Learning application and effort, Christian Character and Leadership. These accumulate towards the awards that are presented at the end of the year.

Learning application and effort (key foci in bold):

- **Time management**
- **Doing their best**
- **Homework**
- Punctuality
- Preparation
- Attentiveness
- Participation

Christian Character and Leadership (key foci in bold):

- **Role Model**
- **Servant hearted**
- Patience
- Self-control
- Humility
- Compassionate
- Commitment
- Encouragement
- Helpfulness
- Initiative

## Community Service Project

This was introduced so the students glorify God through giving themselves in service to others. The Year 9 and 10 service involves a weekly visit to the local Princes Court Rest Home to spend time with their residents. We see this as an opportunity to reinforce the Christian Character values as outlined above. One key aspect of this project is the long-term time component which really focuses on perseverance and loyalty. The Year 7 to 8 service project is currently being planned.

## Year 7 to 10 Compulsory subjects:

Taken over the whole year:

- English
- Mathematics
- Science
- Social Studies
- Technology
- Health & Physical Education
- Outdoor Education
- Leadership Development

Taken over a term or two terms:

- Drama
- Visual Art
- Design and Visual Communications
- Careers
- Christian Living

## Year 9-10 Option Subjects:

These options are taken over four periods in a week. The duration of the subject may be **two terms, one year or two years**. Students will need to complete the accompanying preference form. Some of these options are offered by our ACS Staff whereas others are taken by **Te Kura** staff. A fuller description of the Te Kura subjects is available on their website. Students need to be aware that their Year 11 subject choices may have an impact on their Y9/10 subjects. This is particularly relevant with Language choices and the learning level required.

- Primary Production (Agriculture/Horticulture) - **Te Kura**
- Music (Listening and playing) - **Te Kura**
- Chinese - **Te Kura**
- German - **Te Kura**
- French - **Te Kura**
- Japanese - **Te Kura**
- Spanish - **Te Kura**
- Te Reo Maori - **Te Kura**
- Digital Information Technology - **Te Kura**
- Design and Visual Communication - **ACS**
- Learning Support (Extra support where needed) - **ACS**
- Passion Pursuit (Following an individual passion) - **ACS**

The following pages give a guide to the subjects and contexts for study we are offering for our senior students.

Following is the Year 7 and 8 Curriculum Framework and the Year 9-10 Curriculum Framework that give details. Note that we are currently working on merging the two into one four-year curriculum.

## Year 7-8 Curriculum Framework

<b>A</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
<b>Term Theme</b>	God is Our Source (IA1) (Resources)	God is Forgiving (IA2) (Creativity)	God is Creative (IA3) (Forgiving)	God is Truthful (IA4) (Truth)
<b>Devotions</b>	Joshua, Colossians	Gen1-11, Psalms, 1,2,3John	Jer, Lam, Nah, Hab, Zep, Rom	Is, Am,Hos, Mic, Ob, John1-11
<b>Major Unit (Summative Assessment)</b>	<b>Social Studies ICO, CC</b> A1 Resource Use & Migration Past, Present, Future	<b>Performing Arts (Dance, Drama, Music)</b>	<b>Technology</b> Farm to Fridge	<b>Science</b> Intro Pure Substances and Mixtures Animal Study Solar System Weather Stations
<b>Minor Unit (1 or 2 per term)</b>	<b>Social Studies (PE, CC)</b> A4 Producers and consumers	<b>Health</b> Under review	<b>Technology</b> Under review	
<b>Literacy Context</b>	Base on Term Theme, Devotions, Related Interact Social Studies Theme , the Major unit or the Minor Unit			
<b>Literacy Writing</b>	<b>NF Explain (Assess)</b> F Narrative	<b>NF Persuade (Assess)</b> F Describe	<b>NF Inform (Assess)</b> F Report ( Newspaper/Poem	Recount <b>Narrative (Assess)</b>
<b>Literacy Reading</b>	<i>Resources linking to Social Studies, Topic or Language the themes where possible</i>			
<b>Literacy Oral/Presentation</b>	Poetry Recital/Mihi	Presentation/Devotion	Speeches and Poetry	Dramatic recital/Debating
<b>Visual Arts</b>	Painting	Drawing	Construction and/or Assemblage	Printmaking
<b>Music</b>	Listening	Singing	Playing	Performing
<b>Dance/Drama (1 major)</b>	Integrated where appropriate	Dance Unit	Integrated where appropriate	Drama Unit
<b>Languages-Maori</b>	Ko au & classroom	Kai (food)	Te huarere (Weather)	Ngā Tau (Numbers)
<b>Mathematics</b>	Number and Algebra, Geometry and Measurement, Statistics (Term and year plan to cover each strand each year. Timetable at teachers' discretion)			Nga Tau
<b>Physical Education</b>	See Year 9-10 Curriculum			



<b>B</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
<b>Term Theme (Y1-10)</b>	God is Peace (IB1)	God is Calling Us (IB2)	God is Generous (IB3)	God is Faithful (IB4)
<b>Devotions (Y1-10)</b>	Gen 12-50, Hebrews	Jud, Kings, Lu 1-9, 1&2 Thess	Sam, Joel, Lu10-24, Acts, Phil	Exodus 1-18, Mark
<b>Major Unit (Y3-8) (Summative Assessment)</b>	<b>Social Studies (ICO, CC, EW)</b> Other Cultures	<b>Performing Arts (Dance, Drama, Music)</b>	<b>Technology</b> Primary Enterprise Project	<b>Science</b> Intro Sound Forensics Electricity Stream Community
<b>Minor Unit (1 or 2 per term)</b>	<b>Social Studies (PE, CC)</b> B3 Nature Reserves and Resources	<b>Health (PHD3)</b> First Aide Visit <b>(PHD1,4; ROP1)</b> Relationships Education	<b>Technology</b> Digital Citizenship	
<b>Literacy Context (Y1-8)</b>	Base on Term Theme, Devotions, Related Interact Social Studies Theme, the Major unit or the Minor Unit			
<b>Literacy Reading (Y1-8)</b>	<i>Resources linking to Social Studies, Topic or Language the themes where possible</i>			
<b>Literacy Writing (Y3-8)</b>	NF Inform <b>Recount (Assess)</b>	NF Persuade <b>F Narrative (Assess)</b>	Recount <b>F Describe (Assess)</b>	<b>NF Instruct-Procedure (Assess)</b> F Entertain
<b>Literacy Oral/Presentation (Y1-8)</b>	Mihi/Story Telling	Dramatic recital/Debating	Speeches and Poetry	Presentation/Devotion
<b>Dance/Drama (1 major) (Y1-8)</b>	Integrated where appropriate	Drama Unit	Integrated where appropriate	Dance Unit
<b>Visual Arts (Y1-8)</b>	Painting	Drawing	Collages and/or Fabric & Fiber	Printmaking
<b>Music (Y1-8)</b>	Listening	Singing	Playing	Performing
<b>Languages- Maori (Y1-8)</b>	Taku akomanga (my classroom)	Te Marae (the marae)	Ngā hākari (Celebrations)	Hauora (Health)
<b>Mathematics (Y1-10)</b>	Number and Algebra, Geometry and Measurement, Statistics (Term and year plan to cover each strand each year. Timetable at teachers' discretion)			Nga Tai
<b>Physical Education (Y1-8)</b>	See Year 9-10 Curriculum			

<b>C</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
<b>Term Theme</b>	God is at Work (IC1)	God is the Owner of the Earth (IC2)	God is Pure and Holy (IC3)	God is One God (IC4)
<b>Devotions</b>	Ez, Ne, Hag, Zec, Mal, 1,2Tim, Tit, Phil	Jonah, Job, Jude	Leviticus, John 12-21	Deuteronomy, Ephesians
<b>Major Unit (Summative Assessment)</b>	<b>Social Sciences (ICO, PE,CC)</b> C1 Pioneers	<b>Performing Arts (Dance, Drama, Music)</b>	<b>Technology (TP,TK,NT)</b> Renewable Energy	<b>Science</b> Intro Pure Substances and Mixtures Animal Study Solar System Weather Stations
Minor Unit (1 or 2 per term and not set to a term)	<b>Social Studies (ICO)</b> C3 The Olympic Games	<b>Health</b> A2 (HCE4) Multi-Cultural C4 (HC1,2) Service Organisations	<b>Technology (TP,TK,NT)</b> 7-8 Fantastic Fudge	
<b>Literacy Writing: Main Unit</b>	<b>NF Inform (Assess)</b>	<b>NF Persuade (Assess)</b>	<b>F Describe (Assess)</b>	<b>F Entertain (Assess)</b>
Literacy Writing: Minor Unit	F Recount/Retell	F Poetry	NF Explain	NF Instructions
<b>Literacy Oral/Presentation</b>	Poetry Recital/Mihi	Presentation/Devotion	Speeches and Poetry	Dramatic recital/Debating
<b>Literacy Context</b>	Base on Term Theme, Devotions, Related Interact Social Studies Theme , the Major unit or the Minor Unit			
<b>Literacy Reading</b>	<i>Resources linking to Social Studies, Topic or Language the themes where possible</i>			
<b>Dance/Drama (1 major)</b>	Integrated where appropriate	Dance Unit	Integrated where appropriate	Drama Unit
<b>Visual Arts</b>	Drawing	Painting	Printmaking	Dough/Clay and/or Carving
<b>Music</b>	Listening	Singing	Playing	Performing
<b>Languages-Maori</b>	Ko au & classroom	Kai (food)	Te huarere (Weather)	Ngā Tau (Numbers
<b>Mathematics</b>	Number and Algebra, Geometry and Measurement, Statistics (Term and year plan to cover each strand each year. Timetable at teachers' discretion)			
<b>Physical Education</b>	See Year 9-10 Curriculum			

<b>D</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
<b>Term Theme</b>	God is Wise (ID1)	God is Loving (ID2)	God is our Provider (ID3)	God is All Powerful (ID4)
<b>Devotions</b>	Pro, Chronicles, Ecc, Matt	Ex19-40, Ps, Ruth, SofS, Gal1-2, Cor	Numbers, Ezekiel, Revelation	Dan, Esther, Jms1-2, Peter
<b>Major Unit (Summative Assessment)</b>	<b>Social Studies (PE, CC,EW)</b> D1 Gold Mining in Our history	<b>Performing Arts (Dance, Drama, Music)</b> End of Year Concert Night	<b>Technology</b> Primary Enterprise Project	<b>Science</b> Intro Sound Forensics Electricity Stream Community
<b>Minor Units (1 or 2 per term)</b>	<b>Social Studies (ICO, CC)</b> D4 Courageous Heroes	<b>Health (PHD3)</b> First Aide Visit <b>(PHD1,4; ROP1)</b> Relationships Education	<b>Technology</b> Technology in Mining	
<b>Literacy Writing: Main Unit</b>	<b>F Narratives (Assess)</b>	<b>NF Persuade (Assess)</b>	<b>F Describe (Assess)</b>	<b>NF Biographies (Assess)</b>
Literacy Writing: Minor Unit	NF Reports	F Narrative	NF Explanations	F Picture Books
<b>Literacy Oral/Presentation</b>	Mihi/Story Telling	Presentation/Devotion	Speeches and Poetry	Dramatic recital/Debating
<b>Literacy Context</b>	Base on Term Theme, Devotions, Related Interact Social Studies Theme , the Major unit or the Minor Unit			
<b>Literacy Reading</b>	<i>Resources linking to Social Studies, Topic or Language the themes where possible</i>			
<b>Visual Arts</b>	Drawing	Painting	Printmaking	Papier Mache and/or Casting
<b>Music</b>	Listening	Singing	Playing	Performing
<b>Dance/Drama (1 major)</b>	Integrated where appropriate	Dance Unit	Integrated where appropriate	Drama Unit
<b>Languages- Maori</b>	Taku akomanga (my classroom)	Te Marae (the marae)	Ngā hākari (Celebrations)	Hauora (Health)
<b>Mathematics</b>	Number and Algebra, Geometry and Measurement, Statistics (Term and year plan to cover each strand each year. Timetable at teachers' discretion)			
<b>Physical Education</b>	See Year 9-10 Curriculum			

## Year 9-10 Curriculum Frameworks

### English

TEACHER: Mike Hill

Our English planning follows a two year cycle which covers the major contexts for study at Year 9 and 10. The students will be provided with a reading list that a certain number of texts will have to be taken from. This is in conjunction with their own personal reading.

#### Odd Year

	<b>Making Meaning: Major Reading Units</b>	<b>Creating Meaning: Written Language Units</b>
<b>Term 1</b>	Reading – Whole Year Narratives	Narratives & Personal Responses Formal Essays
<b>Term 2</b>	Response to Text: Short Text	Creating Short Texts Writing to persuade Descriptive writing: Short Story
<b>Term 3</b>	Response to Text: Novels	Response to Text: Novels Reviews
<b>Term 4</b>	Response to Text: Visual	Film Study Picture Books

#### Even Year

	<b>Making Meaning: Major Reading Units</b>	<b>Creating Meaning: Written Language Units</b>
<b>Term 1</b>	Reading – Whole Year Recounts	Recounts & Personal responses Formal Essays
<b>Term 2</b>	Response to Text: Short Text	Creating Short Texts Writing to instruct Descriptive writing: Poetry
<b>Term 3</b>	Response to Text: Novels	Response to Text: Novels Reports
<b>Term 4</b>	Response to Text: Visual	Film Techniques Advertising

## Mathematics

TEACHER: Maryke Blignault

Our Programme strands and topics are listed below. This programme will be supported by extension classes which will make use of external exams and competitions.

Unit	Topic
1	Measurement: Concepts and application
2	Geometry
3	Integers
4	Algebra
5	Geometry
6	Equations
7	Percentages and Ratios
8	Patterns and Quadratic Relationships
9	Statistics
10	Probability
11	Trigonometry and Pythagoras' Theorem
12	Financial Literacy

## Design and Visual Communication

TEACHER: Mike Hill

This subject will cover the fundamentals of technical drawing and design. It will involve progression from 2D plans through to 3D models and designs. Assessment will include 3 set projects and a design/designer study.

## Social Studies

TEACHER: Mike Hill

The concepts and contexts for study are set out in the table below.

Subject area (Odd Year)	Possible Context	Curriculum Link & concept
History	Ancient World	Identity, Culture and Organisation
Geography	Immigration Market Study	Culture and Heritage Resourcefulness
History	Civil Rights	Identity Inequality
Geography	NZ Topography Local Community	Stewardship Diversity
Subject area (Even Year)	Possible Context	Curriculum Link & concept
History	Pre-colonial NZ (Treaty of W),	Identity, Culture and Organisation
Geography	Law and Order Commerce	Leadership Resourcefulness
History	NZ History 20 <sup>th</sup> Century	Heritage Identity
Geography	Careers Options Megacities	Identity/Stewardship Citizenship

## Christian Living

TEACHERS: Tim Kuipers (Other Staff as required)

The goal is to develop deeper Christian thinking leading to wisdom. It is a blend of Ethics, Apologetics, Bible knowledge, current events and issues facing them *right now* or ones that will soon be upon them. We aim to teach children how to creatively respond to these challenges in a way that promotes the gospel and keeps their faith and personal integrity intact. We believe this is the responsibility of the home, but we have an excellent opportunity to build on this with the expertise and experience of the staff and the wider community.

Exploring issues relevant to the pupils' current experience will be invaluable in the post-modern world in which they will live. We believe that increasingly the Christian World view is estranged from New Zealand and Western cultures; and indeed Eastern cultures. It is now that pupils need to use the power of their minds to reason the Christian faith through and see how God's living Word speaks profoundly into all aspects of their lives. It will give them confidence to make a stand.

The topics covered in Christian Living will originate from three sources; parents, pupils and teachers. Possible themes include: music, origins of life, truth, how to graciously disagree, and discerning media.

## Technology

TEACHERS: Richard Browne, Karen Christiansen and Linda McClea

We are using the Mid Canterbury Technology Centre (MCTC) for our technology. This is staffed by High School trained teachers. There will be coverage of Design Graphics as well as Wood, Metal, Plastic, Electronics, Fabric and Food Technologies. Units will focus on the design process from concept through to completed product and be linked to real clients where possible. For example, students may sew costumes and build props for a school production.

Technology Skills Focus		
Problem solving	Calculating skills	Food Safety and Hygiene
Project Planning	Reading & writing Skills	Use/Operation of sewing machines
Independence	Scale Modelling of ideas	Developing Healthy Food Choices
Own Quality Control	Thermo setting/forming of plastic	2 & 3 Dimensional drawing skills
Self Motivation/Management	Working with solids and liquids	Casing of Liquid metal
Team Work	Operation/use of kitchen appliances	Hauora/Well-being
Confidence with equipment	Alternative cooking methods	Using the Lathe

## Science

TEACHER: Maryke Blignault

In each of the units we will focus on the core educational strand titled 'The Nature of Science' which includes: understanding about science, investigating in science, communicating in science, and participating and contributing in science.

ODD YEAR		EVEN YEAR	
Intro		Intro	
Light		Body Systems	
Matter		Forces	
Y9 Chem Prop	Y 10 Kitchen Chem	Y9 Chem Prop	Y10 Kitchen Chem
Energy		Electricity	
Plant Way of Life		Earth Science	

## Physical Education and Health

TEACHER: Anne Gilbert

Term	Unit
1	<ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Athletics (2 weeks)</li> <li>○ Fitness Testing (3 Weeks)</li> <li>○ Cricket Module (3 Weeks)</li> </ul>
2	<ul style="list-style-type: none"> <li>○ Cross Country (3 weeks)</li> <li>○ Golf (3 Weeks) and Fitness Circuits</li> <li>○ Racket Sports (5 Weeks)</li> </ul>
3	<ul style="list-style-type: none"> <li>○ Health – Our Amazing Bodies (Skeletal Respiratory System, Muscular Circulatory, Hydration, Attitude) (10 weeks)</li> <li>○ Orienteering (3 weeks) – <i>included with above</i></li> </ul>
4	<ul style="list-style-type: none"> <li>○ Racket Sports (3 Weeks)</li> <li>○ Athletics (3 Weeks)</li> <li>○ Fitness Testing (2 Weeks)</li> <li>○ PE Year Review (1 Week)</li> </ul>

## Outdoor Education

STAFF: Tim Kuipers/Mike Hill/Adventure Specialties

The aim of this subject is to provide experiences that will build personal confidence and a strong sense of community in the class. The means to achieving this is providing challenging experiences they may not otherwise have had. The activities listed below may change depending on availability, affordability and the pupils' previous experiences.

Activities	
<b>Even Years</b>	<ul style="list-style-type: none"> <li>● Winter Camp: Three nights at Lake Lyndon Mountaineering, Abseiling, bouldering and skiing</li> <li>● Mountain Biking</li> <li>● Skiing</li> </ul>
<b>Odd Years</b>	<ul style="list-style-type: none"> <li>● Alpine Tramp (summer): Three nights</li> <li>● Outdoor Pursuits</li> <li>● Skiing</li> </ul>



## Visual Art

TEACHER: Mike Hill

Units will explore eight areas over a two year cycle : understanding arts in context, communicating and Interpreting art, developing ideas, and developing practical knowledge.

Visual Art strand	Possible Context
<b>ODD YEAR</b>	
Drawing	Various Media
Printmaking	Positive prints, Etching
Design	Poster & display
Construction	Recycling
<b>EVEN YEAR</b>	
Painting	Acrylic & Watercolour
Sculpture	3D, Soft and hard materials
Fabric & Fibre	Puppetry and masks
Computer Generated Images & Photography	Advertising brief

## Drama

TEACHER: Mike Hill

This subject is focused on units developing dramatic skills, for example; Theatre Sports, Puppet Plays, Short Plays, Dialogues, Improvisations and Mime.

A Full Production is undertaken in every **even** year. This will provide performance opportunities for our senior students, as well as opportunities for students to be involved with the other aspects of a production such as staging, publicity, costuming and prop construction.

## **Leadership Opportunities**

TEACHER: Mike Hill

The class will explore the Biblical concepts of leadership and also have genuine opportunities to practice leadership. These opportunities include World Vision coordination, class house events coordination, assemblies, School visits, Whanau Groups (devotions), a buddy programme, and our Community Service Project. The de-briefing and coaching that follows these events will be some of the richest learning times regarding leadership. For those who show leadership potential and skills the level of involvement and commitment will increase.

Term 1 – Leadership Skills/Community Service Project

Term 2 – Our School (Whanau Groups)

Term 3 – Our School (Activities Programmes)

Term 4 – Local School (Games Programme)

## **Careers/Vocational Pathways**

TEACHER: Mike Hill

As part of our Careers option we will be offering a Careers Module as part of our Social Studies programme. This module will look at career pathways and categories, with a view to helping students with their course choices at Y11 and beyond.

This option will seek to identify and confirm for each student their perceived gifts and talents and possible careers. It will also look at personal character strengths that add to a student's gifts and talents.

## **Passion Pursuit**

TEACHER: Mike Hill (with the support of other Staff/adults as required)

This subject is for students who have an interest/passion that they would like to develop/study further. This could include subjects such as a sport, a musical instrument, robotics, mechanics and Careers/Vocational Pathways. The student in conjunction with their teacher and parents will co-construct a programme and assessment criteria for the completion of this option. The students would engage the services of a suitable "assessor" to verify if their assessment goals have been met.

We envisage that as a culminating activity the student would present the results of their "pursuit" to peers, staff and parents.

## **Fees**

The fees will be \$1226 per annum; the same as with Years 1 to 8. This fee goes entirely towards the provision of land and buildings for the school.

## **More Information**

If you have any questions please contact the school office to arrange a time to talk to either our School Principal, Tim Kuipers, or our Head of the Middle school, Mike Hill.

In God's Service,

A handwritten signature in black ink, appearing to read 'Tim Kuipers', with a small horizontal line above the 'i' and a long, sweeping underline.

Tim Kuipers (Principal)

P: 03 3076340

E: [office@acs.school.nz](mailto:office@acs.school.nz)



119 Albert Street, PO BOX 632, Ashburton  
P: 03 3076340 F: 03 3076342 E: [office@acs.school.nz](mailto:office@acs.school.nz)