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# ASHBURTON CHRISTIAN SCHOOL

119 ALBERT STREET

ASHBURTON 7700

MOE PROFILE NUMBER: 608

## APPLICATION FOR CHANGE OF CLASS

FROM RESTRICTED COMPOSITE (YEARS 1-10)

TO FULL COMPOSITE (YEARS 1-13)

## APPLICATION FOR MAXIMUM ROLL INCREASE

FROM 120 TO 345

APRIL 2019

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## Overview

### School Details

School	Ashburton Christian School
MOE #	608
Address	119 Albert Street, Ashburton 7700
Phone	03 307 6340
Website	<a href="http://www.acs.school.nz/">http://www.acs.school.nz/</a>
Class	Restricted Composite Year 1-10
Type	State Integrated School
Proprietor	The Christian Schools' Trust
Board of Trustees Chairman	Joyce Stowell <a href="mailto:stowellj@icloud.com">stowellj@icloud.com</a>
Proprietor CEO	Mark Larson, 027 485 2244 <a href="mailto:m.larson@middleton.school.nz">m.larson@middleton.school.nz</a>
Principal	Tim Kuipers, 027 234 1490 <a href="mailto:principal@acs.school.nz">principal@acs.school.nz</a>
Proprietor Agent	Andy van Ameyde, 021 131 1987 Christian Education Network Coordinator <a href="mailto:a.vanameyde@middleton.school.nz">a.vanameyde@middleton.school.nz</a>

## Ministry of Education – Required Information

Request Source	Information Required	Page
Application Form	School details	3
	Type of Change of Class, how to be phased in	5
	Parental Consultation	26
	Staff Consultation	31
	Student Consultation	29
	Implications for wider educational community	32
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	Any year 1-10 student can undertake continuing study in all seven essential learning areas	14
	Any year 11 and above students can receive a balanced curriculum recognising	14
	An Education Review Office Report of a review that has been carried out within the past 24 months	37
	A strategic plan that outline the education programme to ensure	24
	Network effects of maximum roll increase	34
Education Act Section 457	The ability of the proprietor's state integrated school or schools to continue to provide the level of education required	TBA
	The average per student cost of the continued operation of the proprietor's state integrated school or schools relative to the average per student cost for other state schools	TBA
	The extent to which the proprietor's state integrated school or schools provide for students whose needs are not met by other state schools	TBA
	The ability of the proprietor to meet any obligations regarding the proprietor's state integrated school or schools over the next seven years.	TBA

## Application Summary

In this application, The Christian Schools' Trust (CST), the proprietor of Ashburton Christian School, is applying for a change of class to allow the school to educate students up to and including Year 13. The CST is applying for the additional year levels to be phased in with Year 11 and 12 starting in 2021, and Year 13 in 2023.

The proprietor submitted an Expression of Interest document to the Regional Office of the Ministry of Education in November 2018. **(Appendix 1)**

As part of the overall application the proprietor is also applying to increase the maximum roll of the school to 345 which equates to a full class at each year level from Year 1 to 13.

More specifically the proposed structure will be:

Junior School: Year 1-6: 145 Students

Middle School: Year 7-10: 115 Students

Senior College: Year 11-13: 85 students

The roll increase figure was arrived at after considering four factors:

1. 2018 Potential Market Share calculations for Special Character Education for Christian Education Network Schools in the Greater Christchurch area. (Pers. Comm. MOE Dec 2018).
2. Current expected population growth in the Ashburton District **(Appendix 2)**
3. A growing Christian Pasifika population. Currently the school has a low level of enrolments from this community but is investigating ways to make access more affordable for this group.
4. The possibility that some families from other Special Character schools (Catholic) in Mid-Canterbury may have a general association with the ACS Special Character for education at Years 11-13. The proprietor will need to discuss and evaluate what this may look like in practice.
5. Demand from preference rural families whose only previous choice for special character education was outside the district now will have a local choice.

If the above proposal is approved, a discussion with the Ministry of Education as to how the maximum roll could be structured is required. This would include separating out the maximum roll between Y1-10 and Y11-13 and looking at the possibility of different levels of non-preference students for each of these.

## Brief History

The school had its beginning in the work of local farming couple who called public meetings and initiated proceedings during 2005 resulting in the formation of the Ashburton Christian Schools Trust (ACST). The ACST purchased property in 2008, gained a resource consent for educational purposes and opened as a private school in 2009 with a roll of 27 Y1-8 students. The school integrated into the state system in 2011 with the proprietor being the CST which leased the school property from the ACST. In 2012 the school was granted permission to extend its curriculum to include year 9 (2013) and then year 10 (2014). The school is currently at its maximum roll of 120 students.

## Proprietor Experience

The school's proprietor the CST, is an experienced proprietor and is currently the proprietor of 4 schools - Middleton Grange School, Aidanfield Christian School, Rolleston Christian School and Ashburton Christian School. It has its own management team with expertise in education, finance and property. These 4 schools are all full members of the Christian Education Network (CEN) and so can call on the support and expertise of the CEN office. The CEN Office has recently supported Richmond View School (a CEN Associate Member) in Blenheim in its successful similar application, and the CEN will facilitate both schools working together as they grow into the higher educational levels. If this application is granted the intention is to begin year 11 education in 2021 the same year as Y11 will begin at Richmond View School. The two schools have similar backgrounds in that they are both serving the families of medium sized rural service towns and the surrounding rural community.

## Other Considerations

### Governance Personnel

- A CST trustee is a proprietor appointee to the Ashburton Christian School Board of Trustees
- The finance and property person from the CST Office is a proprietor appointed trustee on the BoT.
- The CEN Coordinator has since the beginning of 2018 been a guest advisor at BoT meetings.

### International Student Accreditation

Ashburton Christian School has recently become a signatory to the Education (Pastoral Care of International Students) Code of Practice. Hosting international students will both assist in providing a greater scale in senior classes and provide income stream for the BoT. The school will be able to leverage off the success of MGS in this area.

### Participation in Local Education

- ACS is an active member of the local Kāhui Ako
- The ACS principal is chair of the Mid-Canterbury Principals' Association
- The ACS principal is a member of the executive of the New Zealand Association for Christian Schools
- ACS is currently the host school for the Mind Plus program.
- ACS is an active participant in the local school sports cluster

From the above it is apparent that the school is an active participant in its wider community and plays its role in the wider educational initiatives and activities of the district.

## Vision Overview

Ashburton Christian School founders have had a long-term vision of meeting the demand for special character education in Mid-Canterbury. After surveying parents, and finding them very supportive, the proprietors agreed to put in this application for Change of Class along with an increase to the school's maximum roll.

The main motivation for offering Year 11 to 13 at ACS is providing choice for families in the district. The provision of this choice supports a well-established and important part of the New Zealand schooling system and is in line with current Government thinking.

Offering a Senior Secondary option, in our view, will benefit the Mid-Canterbury community by cooperating with and being a complement to the two local colleges, serving the community together. The choice of a Senior Secondary at ACS would add value to and benefit the community in the following ways:

1. Faith Based Education: Extending provision will allow parents the option of remaining in Special Character Education where the environment matches the home and family values.
2. Primary, Middle and Senior Secondary School Structure: A flexible Primary, Middle School, Senior Secondary Structure on the one site will offer a seamless developmental approach to learning through a personalised learning approach unique to Mid-Canterbury
3. Broader Local Provision: An alternative and smaller secondary option within Mid-Canterbury is complementary to what is currently provided, and the size has subsequent positive implications for pastoral care and student engagement.
4. Personalised Learning: A highly flexible personalised learning philosophy will meet the needs of a wide range of pupils.
5. A Key Competencies Based Approach: A competencies-based approach that is both deliberate and personalised builds capacity for lifelong learning.
6. Leadership: Leadership opportunities are of a high quality and authentic and can be provided to a high percentage of students.

## Benefits Explained

### Faith-Based Education

“In everything, do to others what you would have them do to you.”

Matthew 7:12

“Be transformed by the renewing of your minds.”

Romans 12:1

There is currently no option beyond Year 10 in Mid-Canterbury for faith-based education. Our Special Character, when properly understood, is a powerful tool for developing tolerant, deep thinking people, of sound character, motivated out of love and altruism. A central tenet of Scriptures is that all people are equal and of great value, regardless of race or creed. Our vision to Love, Know, Serve and Impact is deliberate in its intention to provide students and graduates a powerful and visionary narrative to benefit society.

The school’s past ERO reviews affirm our Special Character as a strength. Those reports take into consideration parent, pupil and teacher voice. The most recent ERO visit was conducted on 11 to 13 March 2019. The report will be available in Term Two of 2019, at which time we will submit as an addendum to this application. Early findings affirmed the observations from the 2015 report, which states:

“Ashburton Christian School’s special character is well embedded and reflected in all aspects of school life. Students and staff learn and work in a caring, nurturing and respectful environment. There is strong support and involvement from the community.”

At present, a faith-based choice can only be accessed by travelling to Christchurch each day, moving out of the district, attending boarding school or home-schooling. Four families in the last three years have chosen one or other of these options. Over the last five years, 25% of the school’s Year 10 graduating students have not enrolled with the local college closest to them. This is not to suggest anything negative about the current options in Mid-Canterbury, but only to indicate that the options currently available do not meet the needs of all families.

### Primary, Middle, Senior Secondary School Structure

In the process of preparing for this application, consideration was given to the work of Richmond View School and Ann Milne. ACS has assisted Richmond View School (RVS) with the establishment of Years 9-10 and hope in the future to continue to work collaboratively in establishing Years 11-13. The schools share a great deal in terms of philosophy and practice.

By permission from RVS, a paper from Ann Milne is included below. It was produced initially for RVS and clearly articulates the benefits of the structure ACS proposes, especially in light of being a Special Character school. Sections in [\[square brackets\]](#) have been added and are specific to ACS and this application. It will be evident on reading that the ideas expressed are echoed throughout the section ‘Educational Viability’ on page 14 of this application.

by Ann Milne PhD

Ann Milne Education

Dr Ann Milne was the principal of Clover Park Intermediate School in 1995 at the time of the Minister of Education’s approval to change the school’s status to become Clover Park Middle School (Years 7-10). She led the development of the school through this stage, and then through its further growth to become Kia Aroha College, a Year 7-13 designated-character school. This development is the focus of her doctoral research. She therefore brings both theoretical and practical experience to the benefits to students from this structure.

There is no doubt that adolescence is a time marked by significant physical, social, emotional and intellectual change. These changes result in a demand for increasing conformity to societal rules and adult roles from family, friends and social institutions. Elliot and Feldman (1990), point out that, "whatever the biological imperatives driving adolescence, society shapes and directs these in powerful ways."

The *New Zealand Curriculum* (Ministry of Education, 2007) formally acknowledges early adolescence as a stage of schooling designated by the Years 7-10 Learning Pathway, equivalent in standing with Years 1-6 and Years 11-15. These three stages are intentionally and specifically supported in the proposed structure [[ACS having already established the Year 7 to 10 model](#)]. The core developmental needs, identified by Lipsitz (1980), Dorman, McKay (1995), and Lipsitz, Mizell, Jackson and Austin (1997) which distinguish emerging adolescents from other developmental stages, are encapsulated in this statement in the *New Zealand Curriculum*:

"A responsive curriculum will recognise that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences." (Ministry of Education, 2007, p. 41)

Stewart and Nolan (1992) point out that each of these core developmental needs has an academic and a social aspect. Firstly, the academic aspect refers to the educational abilities, knowledge and skills that adolescents are expected to acquire and develop at school. Secondly, the social aspect, the societal curriculum, which refers to educational attitudes, beliefs and values – the development of self-concept, self-efficacy and personal identity and the ways in which people interact with each other and conduct themselves and develop a personal identity. (Beane 1991). Collins (1991, p.4) links adolescents' cognitive development with their moral development implying that development in thinking allows adolescents to grapple with the complexities of moral issues [[See 'World View Studies' and 'Project Based Learning' p20](#)].

However, this period is also associated with heightened impulsivity and risk-taking that has been linked to school-related challenges such as antisocial behaviours and declining grades Diggs and Arkos (2016). The New Zealand Ministry of Education's research (Durling, Ng, & Bishop, 2010) also refers to this alienation from school:

"While New Zealand students have relatively high achievement outcomes during the middle schooling years, data drawn from a number of studies highlight issues associated with participation and engagement in schooling. From the age of 11 the indicators of disengagement from schooling, such as stand-down rates, suspensions, exclusions and truancy, start to take a negative trend."

Diggs and Arkos (2016), researching character education, believe that in the middle and high school years young people should be taught the nuances of values decisions and explore how to navigate these issues [[See 'World View Studies' and 'Project Based Learning'](#)]. They find that character education operates at its best when it is part of school culture. It follows that this learning is most effective when it reflects the values and ethics of the home, so that young people do not have to change who they are at the school gate in order to "fit in" to the culture of the school [[See Parent Surveys, which show this as the number one priority of current families p27](#)].

This very struggle, albeit in a different context, is the story of the development of Kia Aroha College in Otago, South Auckland. In this case, Māori parents, faced with transitioning their children from a supportive bilingual environment in Years 7 and 8 could not find this option beyond this level. The group was very specific about their expectations. They wanted continuity of a Māori whānau learning environment and te reo Māori (Māori language). They wanted teachers who knew their children well, and with whom both students and whānau could establish a reciprocal relationship. They wanted high academic outcomes and consistently high expectations. They wanted their children to have clear boundaries and they worried about their children's safety and learning in a secondary school system

where Māori values and knowledge had little worth and where they had to relate to many different adults each day who did not share these same values. Many families spoke from the schooling experience of the parents themselves and also of older siblings in the family (Milne, 2016). [\[The matter of continuity was also a main consideration of parents at ACS, as reflected in the parent survey p27\].](#)

It should be no surprise that these parents intuitively understood the developmental needs of their children, and in this case, the crucial importance of the development of a positive and secure Māori identity. The same demand from Pasifika parents eventually developed the intermediate school to a middle school, and then to add Years 11 to 13 to become a designated-character Year 7 to 13 secondary school with a special character that is culturally and community responsive, based in whanau/family and the languages and cultural norms of Māori and Pasifika learners. This demand from parents and community, and the development of a school to meet these demands differs from the desire of RVS [and ACS] parents only in that one sought a Māori and Pasifika cultural identity and the other seeks a faith-centred identity. Our education system is designed to give parents this type of choice.

The following table outlines the benefits for students and for families from lessons learned in the Kia Aroha College development, from a primary (Year 7/8) environment, to a middle school (Ys 7-10) to finally become a Year 7 to 13 designated-character secondary school with a total roll number of approximately 300. This experience provides a blueprint and an effective example for [other schools].

Benefits for families	Benefits for students	Benefits for learning
<ul style="list-style-type: none"> <li>• School environment matches home and family values</li> <li>• School environment provides an authentic setting for parental involvement and participation</li> <li>• The home/school relationship is one that is reciprocal and mutually beneficial</li> <li>• Parents can continue to build strong relationships of trust with a small group of teachers they know well, and who know them and their children.</li> <li>• School operates as a family <a href="#">[a consistently stated strength of all small and medium sized area schools ACS staff visited]</a></li> </ul>	<ul style="list-style-type: none"> <li>• School environment matches home and family values</li> <li>• Transition through different developmental and schooling stages is smooth and overlaps <a href="#">[see Personalised Learning p 12, 19]</a></li> <li>• The crucial stage of identity development in emerging adolescence is supported within a faith-based environment</li> <li>• Rather than alienation from, or isolation in school at Years 9/10, students develop leadership skills and confidence as the older students in the Year 7-10 programme.</li> <li>• This early leadership and maturity provides a stable base for engagement, learning, and leading in the senior school – which leads to deeper learning and thinking <a href="#">[see Benefits: Leadership p 12]</a></li> <li>• Because the staff work together there are opportunities for overlap and support across year levels e.g. able Year 10 students beginning NCEA literacy and numeracy, or those needing more support being given these opportunities through an individual pathway approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Home/school values match and students’ learning is well supported in both.</li> <li>• Smaller roll numbers allow for innovative curriculum approaches – individual pathways, bundling of NCEA standards in an integrated curriculum/youth action research approach (used very successfully at Kia Aroha College), service and community-based learning which reflect the community’s values. <a href="#">[see Personalised Learning p 12, 19]</a></li> <li>• A “clean slate” mindset i.e. the opportunity to design curriculum for a new school allows for different thinking that doesn’t need to follow previous structures and conventions for school organization. Learning can be driven by the question, “What best suits our learners”?</li> <li>• The opportunity to partner with like-minded schools in a digital, online environment provides curriculum breadth and further options. <a href="#">[see Online Learning p 22].</a></li> <li>• Teachers from different education sectors have the opportunity to work together and learn from each other’s different experiences e.g. secondary teachers learn about subject integration and integrated curriculum from the primary teachers’ skill in these areas.</li> </ul>

An example of the benefits of matching school and home values and embedding these in curriculum can be found in the achievement of students in quality Kura Kaupapa Māori and Māori-medium learning environments. These schools' function as whānau, most often with small roll numbers at senior levels, yet the outcomes for students are better than those of their peers in English-medium schools. Māori students in high quality immersion and bilingual settings also have lower rates of truancy and higher NCEA attainment rates. (Ministry of Education, 2010). These benefits in a faith-based context are the intent and expectation of the RVS [and ACS] proposal.

## References

Diggs, C., & Akos, P. (2016). The Promise of Character Education in Middle School: A Meta-Analysis. *Middle Grades Review*, 2(2). Retrieved from <http://scholarworks.uvm.edu/mgreview/vol2/iss2/4>

Durling, N., Ng, L., & Bishop, P. (2010). The Education of Years 7 to 10 Students: A focus on their teaching and learning needs. Wellington, N.Z: Ministry of Education. Retrieved from [www.educationcounts.govt.nz/publications](http://www.educationcounts.govt.nz/publications)

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Milne, A. (2016). *Coloring in the White Spaces: Reclaiming Cultural Identity in Whitestream Schools*. New York: Peter Lang Publishing.

Ministry of Education. (2007). The New Zealand Curriculum.

Ministry of Education. (2010). *OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes*. Wellington, N.Z: Ministry of Education. Retrieved from [www.educationcounts.govt.nz/publications](http://www.educationcounts.govt.nz/publications)

## Alternative Secondary Provider

### Benefits

This application highlights the benefit of having a faith-based school option within Ashburton and has provided some evidence of the benefits of a full Area School model. In addition to that, ACS is in a good position to complement the existing High School provisions within Mid-Canterbury and our Hakatere Kāhui Ako (**see Appendix 3**) by serving a minority group of students who suffer from anxiety, loneliness or bullying issues.

“New Zealand and international research shows that student wellbeing, or a lack of it, has a clear influence on student mental health and learning. To enable every student to achieve to their highest potential, it is essential that effective services to support student wellbeing are available both in schools and the wider community... Schools are in a unique position to work with other agencies and the wider community to help improve and support young people’s wellbeing. Within an unstable and uncertain world, schools have the potential to be places of safety, stability and security where young people can experience connection and belonging that supports their development.” (Ministry of Education, 2017, Te Pakiaka Tangata Strengthening Student Wellbeing for Success, p.14-15)

The local context is important when considering this benefit. Currently, pupils have one or two local High Schools they can realistically attend. Students who are failing academically and socially are able to join the Community Entry Programme run by Ashburton College, or programmes with YMCA or the Salvation Army. These options are largely for those with behavioural problems and include reduced hours and offer basic literacy and mathematics. They do not always cater for the minority group we are referring to.

As a smaller rural school, ACS can serve a need in this area. The school had enquiries in the last two years for each of the reasons above and have served three such pupils through the non-preference roll with great improvement to their well-being; namely, their confidence, happiness, attendance rates and engagement in learning. In the last six months the school has turned away three other such students due to our full roll. To meet this need, the board has made a decision in principle to leave open a larger proportion of its non-preference roll for Years 9 to 13 students or to negotiate a formal non-preference split between the two parts of the school as described on page 5.

By highlighting this area, we wish to make it clear that we are in no way suggesting that Ashburton College or Mount Hutt College cannot fill this need for many of its students and provide a caring safe environment. They can. The salient point, as mentioned earlier, is that not every school can always cater for every child.

Research on the effect of small school size is relevant here. In a meta-analysis of research into the effect of school size, Scheerens, Hendriks and Luyten (2014) highlighted the following benefits of small school sizes in America. (Note that other research they reviewed from other countries did not show the same correlation):

- Positive effect on equity by raising achievement for students from low SES backgrounds (neutral effect on other students)
- Positive effect reducing drop-out and increasing attendance and engagement
- Positive effect on attitudes to learning for both students and teachers
- Positive effects on personalised learning

The reasons given for these benefits are:

- Relational Trust between staff and students and, in rural settings, with the community
- Commitment to a common purpose
- More personalised learning

These findings are affirmed by our experience, as mentioned above. Our size has allowed for the development of a strongly pastoral and relational model of education. There is a deliberate consideration of the whole child [see 'Philosophy of Education/Personalised Learning']. It allows for a highly responsive educational provision. The board is in the process of strengthening that provision by considering the establishment of a school chaplain or counsellor in addition to the existing 100% tagging of teaching staff. In addition the school is using the NZCER Well-Being at School resources to enhance our capacity in this area.

Our 2018 CR&RP survey (Culturally Responsive and Relational Pedagogy Survey), conducted by Te Whare Wānanga o Awanuiārangi in 2018, indicated a high level of staff competence across the ages and cultures. 100% of Maori caregivers, for example, rated our cultural responsiveness as five out of five with an overall average of 4.4 out of five for students, with Maori scoring highly.

### Cautions

The analysis of research also cautioned of two risks smaller schools have (Jaap Scheerens et al). The current Principal of Ashburton College has experience leading Area Schools of various sizes and was consulted as part of planning for writing this application. He was able to affirm these risks, namely:

- The challenge of providing of a wide range of subjects and extra-curricular activities
- Susceptibility to relying too much on a few key staff members

ACS staff visited three small area schools (two in Southland and one in Carterton) with pupil sizes of 105, 115, and 135, and also visited three larger area schools. Students in both large and small schools were interviewed. Findings were that in the smallest schools, the size had not affected any of the students' choices but had affected the quality of the delivery of their choices. One school whose quality had suffered most had yet to make use of digital technologies, including NetNZ, and were very isolated. These cautions found in the research, and affirmed in school visits by ACS Principal, are responded to throughout the section entitled 'Our Proposal for Year 11 to 13 Curriculum'.

## References

Luyten, H, Hendriks, M, Scheerens, J, (2014), *School Size Effects Revisited: A Qualitative and Quantitative Review of the Research Evidence in Primary and Secondary Education, Chapter 2*, [Online], Netherlands, Springer Nature, <http://www.learningfocus.nl/wp-content/uploads/2013/10/school-size-effect-revisited.pdf>

Ministry of Education, 2017, *Te Pakiaka Tangata Strengthening Student Wellbeing for Success: Guidelines to Assist New Zealand Secondary Schools and Wharekura in the Provision of Good Practice in Pastoral Care, Guidance and Counselling*, New Zealand Government, Wellington, New Zealand

## Personalised Learning

Personalised Learning is a key part of this proposal. It is both essential and eminently do-able in a school of our proposed size, even during growth years with smaller numbers. There has been significant progress in implementing a personalised learning programme at Years 9 and 10 with plans to conduct more research to refine current practice. Further commentary on current practice, philosophy and our proposal around personalised learning under Educational Viability. It contains a section on 'Our Experience'. A recent report to the board is also attached as evidence of current progress toward delivering personalised learning

(Appendix 4: Year 9 and 10 Options Board Report)

## A Competencies Based Approach

Key competencies (KC) of the NZC are a vitally important part of teaching and learning. ACS have been on a journey towards establishing a deliberate KC based curriculum. This remains an essential part of the development of students in Years 11 to 13 as KCs are capabilities essential and in high demand in the work force.

For three years, staff at ACS have been implementing a conceptual thinking programme designed to improve the depth and complexity of students' thinking. (With professional development from NZ Centre for Gifted Education).

Further to that, inquiry and project-based learning have been used that demands the effective use of the competencies. In these times, teachers have repositioned themselves as coaches of small groups or individuals to advance the development of those skills. This has resulted in rich conversations and increased sophistication and application of the KCs in the students' practice.

## Leadership and Servanthood

The advantage of a leadership programme in a small school is that provision of opportunities can be made for all pupils, not just those with special gifts in this area. ACS Year 9 and 10 pupils have a strong servant leadership programme established which includes the following activities:

- running special school events
- leading whanau groups
- running an activity day for another local school
- serving in a local retirement home for people with dementia
- initiatives that grow out of inquiries, which includes directing the entire school production



Figure 1: Conceptual Thinking Programme Overview  
©NZCGE 2016

The benefits to students of these activities include:

- Confidence in public speaking and taking a lead
- Behaviour management of young children
- Event management
- Relational maturity
- High Expectations of teachers translates to high expectations of themselves
- Growing ability and understanding of the cost of serving

These leadership opportunities would remain for the Year 9 and 10 students. Staff would build on this strength with Year 11 to 13 students, particularly through the avenues of project-based learning and World Studies (see 'Proposal for Year 11 to 13 Curriculum'). While much of the Year 9-10 leadership is based within ACS and the Ashburton community, there will be opportunity to extend Year 11 to 13 leadership to the wider Mid-Canterbury district, other parts of New Zealand and, potentially, overseas. This could be in conjunction with other CEN schools e.g. Middleton Grange School Senior College.

## Educational Viability

(The following sections are written by the Principal to describe the learning journey that he and the staff have been through)

### Philosophy of Education

Philosophy of Education is included to demonstrate our awareness of and engagement in a reasoned approach to Curriculum Design and School Structure. Note that philosophy is an ever-evolving exploration of ideas.

### Our Experience So Far

We (ACS school leadership) have been considering arguments for educational change for some time. It was both hard to define but somehow exciting; even unsettling and confusing. There appeared to me a lot of noise, fluff and dead ends, but little substance. We waded on through the confusion, even bought some MLE furniture. We ran a few trials or experiments, dabbling without committing. All the time we were trying to find a common thread, a theory, an idea or two, that seemed to draw all these things together.

You would think that we should first be convinced of the need for change and then begin the process of change. It didn't work like that for us. The 'why, what and how' were learnt together. Sometimes we cannot see the benefit of something, its true value, until we give it a go. Then a new pathway in the creative mind opens up, and more possibilities are seen.

After some years of engaging with the ideas (conferences, books, school visits and experiments), we started to become convinced that the 'thing of substance' was staring us in the face all along; the Key Competencies (KCs). These are the soft skills that students would need in our ever-changing world. Later we would 'discover' the concept of Personalised Learning.

KCs were developed as a central part of the NZC, along with values, subjects, principles. The KCs are described in the NZ Curriculum as 'Capabilities for living and life-long learning' (2007, p.12). Each Competency can be defined as a cluster of capabilities. "A 'capability' is demonstrated in action. It is what the student shows they can do—and is willing to do—as a result of their learning." (Hipkins, 2017, Weaving a coherent curriculum: How the idea of 'capabilities' can help, p.1).

KCs, or soft skills, have had international endorsement as well. Both Andy Hargreaves, and Mark Treadwell have developed their own sets as part of their global curriculums.

In NZ schools, it appears that the KCs were mostly noted but not embraced for many years. Initially, perhaps, it was hard to know what to do with them when they were only generally defined and not accompanied with much PLD. While compulsory they could easily be passed off as 'integrated' without specifically being taught. They are problematic to assess, and we always love to assess. How are they taught anyway?

At ACS, the idea of KCs being central to education was tested with a number of educational leaders and the staff in our school. There was agreement that this was of central importance in the change debate, and critical to a good education in today's world. We began to change, most notably by introducing concept-based learning and inquiry based learning (through PLD with NZCER and EduKate) as well as experimenting with project based learning.

As we implemented changes we began to see other benefits, most notably student engagement and self-direction. We had begun the journey of personalised learning, particularly at Years 7 and 10.

But even now, as we have made these changes, we are finding we have to be drawn back to consider the place and influence of other parts of the NZC; namely the subjects and values along with the principles that lie under our decision making in these areas. This focus back is particularly important as we look into Senior Secondary education.

## Key Drivers for Educational Change

Following this process, the principal used his sabbatical studies to explore the arguments for change more deeply. Following is a summary of that research.

There has been a great deal of talk on educational change in the last few decades. Change has always been there. There is now, in the minds of some, a special urgency to it. The ageless aim remains; to prepare our children for the world they are growing up into. But the world is, apparently, a rapidly changing, unpredictable place. The argument follows that education must change to suit.

There are three significant aspects of societal change that are drivers for educational change; economic, environmental and sociological.

Some would argue that technology is a fourth driver. However, in my view, it sits apart from the others. This is because the other three have a clearly stated vision for change. Technology does not. It is more of a tool. But tools themselves still influence simply because they bear the imprint of the makers' values. We may shape them but, without care, they will come to shape us as the smart phone is already doing, and the clock has already done. In fact, the advancement has been so rapid of late that we barely have time to reflect on the influence the advancements are having on the way we think, behave or solve problems. Consequently, I believe we need to view technology as a value laden tool and use it with cautious optimism.

Now for the three drivers of change. Firstly, the economic. Advancements in technology mean the industrial age economy has been superseded by what Gilbert calls the Knowledge Society. It is out with masses of people working on production lines and in with job markets that require soft skills such as creativity, collaboration and problem solving; out with managers and their subordinates and in with society needing all people to have those skills. Knowledge now has less or no intrinsic value (Though, with further consideration we have rejected this idea. See: 'Knowledge Redefined' p16). Its value lies in what it does. It is either a commodity that is traded or a tool for problem solving. Consequently, there is no knowledge more valuable than any other knowledge, giving rise to phrases such as "just in time knowledge", though I don't hear academics using this. Most significantly for schools, knowledge is so easily accessed that the traditional task of schools downloading knowledge into the minds of students is now unnecessary<sup>1</sup>. Howard Gardner's intelligences fit the new thinking well. All intelligences are equal in value and importance and usefulness in the problem-solving process. Note there is no empirical evidence for Gardner's theory. Therefore, its credibility is accorded by the philosophy of the age rather than empirical evidence. This brings us to the second driver.

The second change driver is sociological. In philosophical terms we define the societal change as moving from modernity to post-modernity; these being either two distinct ages or the second being the natural outworking of the first. Trust in the science and democracy of the modernist is eroding. Uniformity is more thoroughly replaced by individualism. Equality is no longer sameness but different people having their needs met as different people; for example, Maori as Maori and Women as Women. This has obvious links to personalised learning. Any sense of objective truth still left with the modernists is further diminished. Truth is now individualised as much as our consumerism is. Some talk of values, not truth. In fact, some talk of values apart from truth<sup>2</sup>. In essence, we continue to strive for a better society, but through the vision given to us by the post-modernist.

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<sup>1</sup> For example, recently an eight year old student made their own sun dial and a fifteen year old student his own aluminium smelter; both at home and without reference to school, or reading, for that matter. Thanks You Tube. ALL the content needed for learning is freely available online and other easily accessible resources. There are also plenty of people in the community available to critique work effectively, not all of them teachers. Further, students can gain university entrance without NCEA or an equivalent, as universities will now accept portfolios of work as evidence of learning.

<sup>2</sup> For example, traits such as humility and self-denial are considered virtues even by capitalists and uniformitarians. However, the philosophical underpinnings of capitalists and uniformitarians more accurately define those traits as vices.

*The third driver is environmental.* It could be argued this is one aspect of the sociological change, but I keep it separate here. Clearly, we are treating the planet poorly. There is a growing conscience and sense of responsibility that has moved beyond a few championing groups and into the mainstream.

These societal and technological forces demand a response from education. While the principal's sabbatical report explores this more fully, it is probably better to jump ahead here to the philosophical implications for our proposed Senior Secondary College.

### Implications for Senior Secondary

In brief, the philosophical implications underpinning Senior Secondary at ACS will be these; noting again that philosophical discussions are on-going and ever developing.

#### *Purposeful End Goals*

The end goal of learning must serve a purpose. Postman (1995), in his book 'The End of Education' makes a strong argument for this need, and how this essential to education. "I mean to suggest", he says, "that without a transcendent and honourable purpose, schooling must reach its finish, and the sooner we are done with it, the better" (p.xi). He proceeds to argue for purposes ('gods' little 'g') that have failed and ones that may serve.

At ACS our purpose is to live out a life aligned with the vision of the Special Character. Such an education is motivational and aspirational. That purpose then needs to link to serving through our chosen careers. Thus, careers become a means to a greater end.

#### *Character and Values Formation*

In order to serve wholeheartedly, young people must have the character that leads to an ability and desire to serve. Such a character includes humility, kindness, gentleness, self-control, perseverance, resilience, self-denial and many other such fundamental and indispensable traits. Education should be deliberate about teaching and providing opportunities to develop these.

#### *Spiritual Formation*

This is principally done in the home but secondarily supported, encouraged and developed by close family friends and institutions such as church and school. It is not coercion but influence. Where there is coercion the most likely outcomes are rebellion or legalistic fanaticism. From this basis we will support children in developing a vision for life, in line with our Deed of Integration and Special Character, a vision that takes seriously the special character values of the home including humility, service and love for neighbour.

#### *Soft Skills/Key Competencies*

Learning must be designed to enhance each students Key Competencies, as these are critical to realising our purpose. This implies that there should be assessment (more likely qualitative) along with deliberate teaching and goal setting.

Competencies are also critical in that they give power to character. They must take a place of central importance, even at High School. High Schools need to create opportunities for developing the KCs in authentic contexts; not tokenistic, but deliberate and planned and sophisticated. The situations created for learning these skills need to be as real to life as possible (think project or phenomenon-based learning, or innovations such as Guy Claxton's *Building Learning Power*) so they can pattern learning in the way we desire children to go on living their lives. This will equip them for the current age.

#### *Knowledge Redefined*

The nature of knowledge has been heavily debated. After consideration of various philosophical stand-points, we have arrived at the following position. Knowledge has intrinsic value. It is not just a thing. Rather, we engage with it in relationship. We offer a commitment to learn and it offers us insights into understanding, wisdom and social action. It leads to positive emotions of awe and wonder that lead us to praise or enlightenment; or negative emotions such as frustration and indignation that lead to positive social action. Further, knowledge provides the muscles to the bones of conceptual understanding. Without it, understanding has no context, no story to give it meaning. Finally, the knowledge we gain is

essential for forming our identity and so the selection of which knowledge we learn, particularly in the humanities, requires discernment.

### *Conceptual Understanding*

The world is conceptually designed and can be conceptually understood, a capability that is uniquely human. Therefore, education should elucidate this reality and teach children to use it. Those who are meta-cognitively aware of concepts and can apply that knowledge to varying situations and across disciplines, can be powerful problem solvers.

### *Personalised Learning*

Learning must be tailored to the student holistically, giving consideration to the many aspects of their identity. Figure 2 shows some of the significant aspects that make up individuals, though reality is not so neatly arranged as a pie chart.

Some aspects are more specifically related to the purposes of schools. However, none can be ignored in the development of a personalised learning model. For example, consider Student A. She has a general idea of purpose and particular gifts in the Sciences. But she also has a specific learning need in literacy, a weakness in relating to others and comes from a minority cultural background. All realities will feed into a plan for learning.

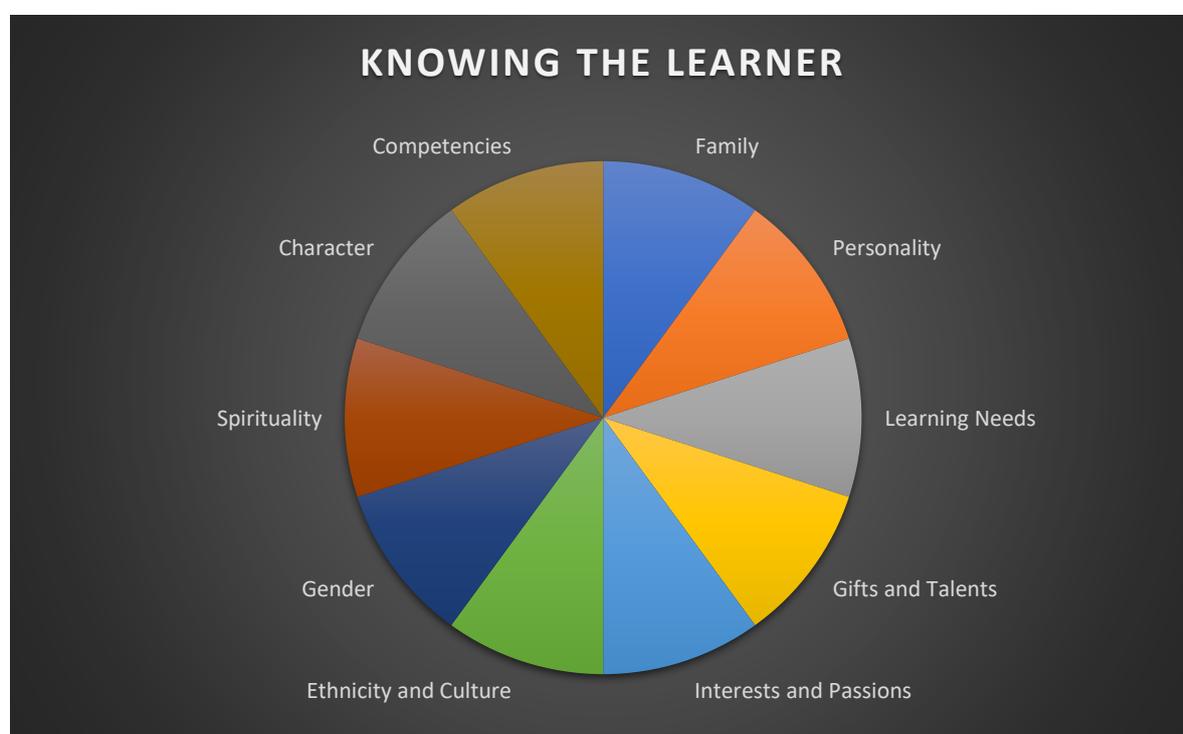


Figure 2: Aspects of a Learner

### *Collaborative Learning*

Note that Personalised Learning does not mean individualised learning. Every child needs to engage in collaborative learning to some extent, for their benefit and for the group's. It is both a need for learning now and collaborative problem solving in their future contexts. It strongly links to the KCs. All this considered, collaborative learning needs to be a part of any personalised learning model.

### *Structure*

The structure of the curriculum needs to serve each of the aspects above. Therefore, curriculum design and school systems need to be flexible enough, and primarily designed, to support the needs of the learners, with sufficient structure to ensure learning is taking place.

## Change Management

Since change is a constant educational reality, and as much now as ever, I wish to make a few comments on the process of change.

Vivian Robinson, in a Radio NZ interview, was commenting on the NZ educational review under way in 2018/2019. She made the simple yet profound point that all change should lead to improvement. Robinson argued that a very careful analysis of what is being done, and what is and is not working, needs to be conducted before careful steps can be made towards change. And change needs to be carefully planned to ensure it meets the analysis of need for change.

Jane Gilbert, in *Catching the Knowledge Wave*, uses theories of deconstruction to explain a similarly considered approach to change. Deconstruction involves understanding why we place a high value on something. After identifying the surface level justifications, we explore the deeper level ideas behind it. If we find the ideas are not valid, we go about making changes. She uses it to deconstruct the traditional approach to teaching subjects, as was referred to above, and then propose some possible ways forward.

The processes above can be summed up in a principle that Howard Moses shared at a conference recently; “Do not tear down educational walls without having others to replace them.” At the very least such a principle tempers fads and reduces them to trials. We must also recognize that, in most cases, what we currently do has value, so there is no rush to change. It may not be where we want to be. It may have flaws. But it still has value. Let’s take our time.

Putting that all together looks like this:

1. What we are currently doing still has value and is a load bearing wall. Don’t tear it down without a well-built replacement.
2. Because of 1), change can have the luxury of taking time. It can even produce a few failed experiments without compromising the integrity of the whole. We can afford to be considered, evenly paced, honour teachers who are slow adopters, valuing their many other contributions, go at the rate that teachers’ energy and sanity allows, bring our parents and pupils along for the journey, experiment, be relaxed about failed experiments, and build systems for long term sustainability.

It is this considered approach that we have been taking in designing the following proposal. Note that it will continue to develop as we study more models and research around educational provision.

## Proposal for Year 11 to 13 Curriculum

### Personalised Learning

“And we urge you ... warn those who are idle, encourage the timid, help the weak, be patient with everyone.” 1 Thessalonians 5:14

The central feature of the curriculum delivery will be design and establishment of a personalised learning model. The model proposed here will be developed further over time but reflects current thinking. It begins with a Purpose and Vision that leads to consideration of career pathways, consideration of KCs, the learning plan (including tasks and assessments) and goal setting.

Throughout the process, the goal is that the student becomes the leader in their own learning, gaining increasing independence in this. The teacher is not only a teacher but also a facilitator and partner in their learning.



Figure 3: Personalised Learning Process - Mark 1

#### *Purpose and Vision*

Through interviews with the Local Support Team (see below), students will discuss issues related to purpose, gifts and talents and likely careers. These will take into consideration all aspects of the young person's identity as demonstrated in Figure 1.

#### *Career Pathways*

By Year 11, and earlier for some, students should have the benefit of individually constructed career pathways. These will take into consideration the gifts and talents, passions and interests of a student. The process will begin in the Middle School years, depending on the developmental maturity of each child, and be built on over the following years. Key stakeholders should have input into that construction including the student, caregiver, school and, directly or indirectly, people from industries or fields the student is considering working in.

#### *Competencies and Capabilities*

Assessing or evaluating each student's strengths, needs and next steps in developing Capabilities for Life-Long Learning will allow them to gain increasing independence in managing their long term, yearly, termly, weekly and daily goals.

### *Building a Personalised Learning Plan*

Based on the demands of the learning pathways, and also the needs of the whole child, build a personalised learning plan for every year 11 to 13 student, and possibly Year 9 or 10 students. Rather than being bound to a subject with its usual set of units or standards, there will be the ability to select assessment tasks that best suit the personalised learning plan. Students, when ready, will be given increased agency in the development of learning experiences.

### *Setting Goals*

This is building on goal setting strategies already in place in the younger years. The purpose is that they gain independence in this area. Long, medium, and short-term goals will be developed. The long-term goals relate to purpose and careers. Mid-term goals work towards entering vocational or tertiary pathways. Short term goals relate to the current term, week and day.

The goals would be developed with a consideration of the whole child so could include any of the aspects in Figure 2. As an example, a child strong in the Sciences, but who struggles in collaboration will have academic learning goals in his area of gifting, but a learning programme structured to build his capacity to collaborate.

### *Collaborative and Individual Learning*

Personalised learning is not individualised learning. In the development of learning plans, it is important for development of competencies that students continue to have rich and meaningful opportunities to work in collaboration or cooperation with other students. They must grow the ability to maintain a disciplined focus on individual learning tasks. This will be planned in the following ways.

### *Teaching sessions*

With the high value we place on knowledge, teaching curriculum content will remain an important part of the learning programme. Where the educational goals of students converge there will be combined teaching sessions. These will include, individual and group work, much the way traditional classrooms have been structured.

### *World Studies*

With the value placed on knowledge, wisdom and understanding, and our desire for children to develop their special character values, character and vision, we propose to develop a compulsory subject, currently called World Studies. It will build on the existing Year 9-10 subject titled 'Issues' but will be more structured. It will be a central point of difference in our programme and be in line with our Special Character.

The curriculum will cover topics that aim to build a strong world view. It will be a safe place to express any world view as we are aware children do not always share the views of their parents. There will be opportunities for respectful debate and discussion and the development of thinking skills and the other competencies. It will also aim to provide purposeful opportunities for positive social action.

Assessment will be optional. The purpose here is to unfetter learning from the assessment in order to give it maximum flexibility. For students wishing to gain NCEA credits, there will be extra learning and assessment options and linked to the programme.

### *Project Based Learning*

There are likely to be projects that draw people together and serve different students' personalised learning plans simultaneously. One such example we have already put into practice is our most recent school production, where students took on all the lead roles including script writing, directing, producing, advertising, set design and construction, technical, and costume design and making. The purpose was to impact the audience with a message on forgiveness, which was achieved with great success.

There will be consideration to the development of projects that require collaboration for a common purpose and that still meet the needs of students individually. The projects will have both a learning focus and a service component, in line with our philosophy above, that learning, and life should be linked to purposeful, altruistic outcomes.

### *Personal Learning Tasks*

These will be naturally drawn out of the above three and out of their Personalised Learning Plan.

### *Local Support Teams*

“Where there is no counsel, the people fall; But in the multitude of counselors there is safety.” Proverbs 11:14

“Without counsel, plans go awry; But in the multitude of counselors they are established.” Proverbs 15:22

In developing a personalised learning plan, each student will meet with their lead teacher (ako teacher), and a parent or caregiver. The goal is the student will take increasing levels of responsibility for actioning the plan, with support or freedoms given based on maturity levels.

The ako teacher’s responsibilities will be the following:

- Co-ordinate personalised learning planning meetings
- Co-construct the plans, including bringing in key people or agencies relevant to that student.
- Monitor the students’ progress
- Mentor the student in each of the five points above
- Set up and maintain robust communication systems between child, home and school. Use them to report progress against the goals of the plan
- Create and maintain links with industry

The student, caregiver and ako teacher will have the following people in support:

- Fellow senior school teachers
- Chaplain, counsellor or other such appointee
- Principal or deputy principal
- A careers advisor
- Experts in industry

This team will be jointly responsible for the pastoral care of the students, with recognition of the home as the first and most important centre for pastoral care of each child.

A programme for identification and promotion of individual Gifts and Talents will expand into the senior college years, with further opportunities given for each student to explore how to use these. Literacy Components will remain compulsory, with the option of being integrated, as communication is central to all learning and future careers.

### *Staffing and Resources*

In considering the structure for staffing, two challenges have been identified:

1. Over-reliance on a few teachers in a small school requires greater reliance on digital technologies to offer curriculum content.
2. Digital technologies, by nature, reduce the vital relational component to good teaching and learning.

These challenges will be met by structuring staffing provisions in the following ways:

#### *Lead Ako Teacher:*

There will be a number of different ako teachers available to students to ensure a good match. Each specialist teacher could, theoretically, have a number of students.

### *Local specialist teachers:*

These will be employed by the school. The expectation is to have teachers with specialties in each of the domains or areas of learning. A wider benefit of this in the smaller area school context is the ability to use specialist teachers across the whole school which will result in a more seamless curriculum delivery and coherent curriculum development for Year 1 through to Year 13.

### *Specialist teachers in other schools.*

Where they don't have a particular skill, these will be filled through established links with teachers outside of the school. By way of example, if a particular specialist Mathematics teacher has a gap in trigonometry, the ACS teacher will have access to a trigonometry specialist in another school. It will be arranged that the specialist will, say, have termly visits to ACS and weekly skype sessions. The local teacher will support and monitor the setting and achievement of goals. Middleton Grange have already shown their willingness to work at this level. Note that ACS personalised learning plans allow flexibility to work in with the timetables of teachers in larger schools.

### *Te Kura teachers.*

These may be used; but a relational model would have to be set up. If the Te Kura teacher cannot build that, the ako teacher or specialist teacher best suited, will take a closer mentoring role for that subject.

### *Non-teacher industry experts:*

One example of this currently is being played out in Years 9-10 where an artist has been employed who has taught at Polytechnic level, though does not have a teaching degree. The home room teacher, together with the specialist, have set up a schedule of learning and assessment. Online art lessons are of a high quality and widely available for little expense. These courses are supporting the learning of basic skills and the specialist and home-room teacher are supporting the development of their portfolios of work. This has also been achieved in dance and languages and are the school is looking to develop this model to other subjects.

### *Student Chosen Sources:*

There are many text-based and online resources to support teacher designed resources. These, together, provide rich content with robust assessment in NCEA or CENZ available. These will supplement the relational models above and be monitored by the ako teacher.

### *Links with Other High Schools:*

There is already a spirit of cooperation, innovation and collaboration within the Mid-Canterbury district, and our links with other schools will strengthen the breadth of what is on offer. Ashburton College have already made it possible for ACS pupils to form sports teams representing Mid-Canterbury and will share transport to Te Ara courses in Timaru. There is also openness to explore other areas of cooperation such as extra-curricular activities and possibly STAR and Gateway coordination. These links have also been established with Middleton Grange in Christchurch.

### *Kāhui Ako*

ACS is an active participant in the Hakatere Kāhui Ako. The other Senior College provider in the ACS enrolment Zone is Mt Hutt College which belongs to the Opuke Kāhui Ako. Going forward there is considerable potential for ACS to cooperate with the other two Senior College providers in co-constructing an achievement challenge for senior students across the two groups. The school is looking forward to working together across these communities.

**(Appendix 3)**

## Online Learning

*“There is nothing of significant value or complexity that is not greatly enhanced by learning about it either partially or wholly online. Nothing.” Dixon (2016) *The End of School As We Know it*, quoting Olsen, p17*

Under ACS philosophy, the argument of technology being a tool that has a value laden shaping influence can be noted. But it is a tool that has become central to the learning process. It is an important servant of the learning above. But as it is value laden, it must also be understood objectively.

Currently the school uses technology to enrich learning experiences in many subjects (See Appendix 4: Year 9 and 10 Options Board Report). Further to this, digital technologies is a compulsory part of their technology programme for the purpose of improving digital literacy and building capabilities. These programmes will be built on as Year 11-13 options.

The school aims to provide quality equipment. Year 7 to 10 students have 1:1 devices and access to school photography, robotics and video production technology. They also have access to industry standard equipment at the Ashburton Trust Event Centre.

### Qualifications and Other Considerations

NCEA has incredible flexibility in offering individual learning pathways. The school intends to use that flexibility to personalise learning and ensure that each student has the credits required for vocational pathways or entrance into tertiary institutions.

School staff would continue to moderate the schools secondary programme with other schools, as has been done with Years 9-10, to ensure all career pathways remain open and that academic standards and performance are high.

Cooperation with local colleges will be important, but also wider cooperation with the New Zealand Association for Christian Schools, to offer a wide range of extra-curricular learning opportunities.

The school will ensure there are work experience opportunities in industries through STAR and Gateway, and that there will be good professional relationships with the providers, as well as with local businesses.

### The Graduate Profile

ACS Aspiration: Every student who graduates from the school will reflect the four key aspects of the school's Special Character vision.

**Love:** That graduates will have the character, will and vision to love the creator, love others in action, love creation by being its responsible stewards, and love who they have been made to be, being confident in who they are.

**Know:** That graduates will have a powerful personal narrative which defines who they are, where they fit in history and how they wish to live their lives for the betterment of all

**Serve:** That graduates understand and are committed to servant leadership, and do so confidently and humbly using their gifts and talents

**Impact:** That through the attributes above, graduates will make a positive impact through their lives.

### References

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## Strategic Plan

The ACS Charter and Strategic Plan set out the board's strategy to broaden the provision of Christian Education in the Ashburton area. Strategic Aim 4 (SA4) is 'Broadening Provision of Christian Education'.

**(Excerpts of Charter and Strategic Plan - Appendix 5)**

This application itself details how SA4 will be implemented.

A Head of Senior Secondary will be employed for six months prior to the commencement of the first year offering a Senior Secondary curriculum. The Head of Senior Secondary will use this time, together with the senior leadership of ACS, for the following tasks:

- Receive professional development in line with the school's educational plan to ensure clarity and unity of vision and practice
- Design curriculum programmes and resources to support the educational plan
- Work with RVS to co-construct curriculum
- Build on existing relationships with local High Schools for the purpose of programme design
- Build relationships with tertiary and vocational education and training
- Assist the board appointments committee with employing staff
- Assist with open days and other promotional activity

## Building Design

Immediate accommodation needs will be met as outlined under Property and Resource Implications on p35.

The board have a vision for a purpose-built facility with the equivalent of 7 traditional spaces, that matches the educational philosophy presented. The following gives insight into current thinking, though no plans have yet been drawn up. The planning process will continue, while the provision of an actual facility will take place once numbers, and levels of Attendance Dues are firm enough to support a building plan.

Pedagogy must drive design and, so, researching possible designs is a task in finding what will serve the educational plan. To this end, the principal has visited seven schools with innovations in design in Queenstown, Sydney, Auckland, and Christchurch. When considering how these designs have enhanced or hindered learning, three requirements of any building design became evident.

- Managing noise distraction is critical: In many of the spaces visited, noise consistently disturbed and added to the stress of students who required quiet study. In one case it disallowed certain noisier activities (such as dance) out of consideration for those needing quiet. Quietness is precious when thinking deeply or concentrating on certain tasks, but noise is equally a part of learning, especially in light of the varied personalised learning plans that are being planned. Buildings need to be flexible enough for both.
- Managing visual distractions is important: Not all students are able to work in open spaces, even if the noise is managed. This is due to issues with movement. They need options that suit their learning needs, one where other students do not disturb their concentration.
- Managing students with poor self-management skills is critical: In some schools with flexible spaces, those wishing to avoid work would use the open spaces to do so. This is not the fault of the spaces, but the spaces allowed students to more effectively avoid supervision. Not all students are self-managing by Year 11.
- Integrating technology, science and other equipment is important: Students will often work across disciplines on individual or collaborative projects and so equipment needs to be integrated.

To support personalised and collaborative learning plans, and use of information technology, a purpose-built facility will include the following:

- Noisy spaces: These need to be sound proofed, and large enough, so that students can become fully involved in music, dance, debate and other noisier activities without hindering the learning of others.
- Quiet spaces: There need to be sufficient spaces for individual or small group work, with walls and doors that can be used to effectively manage the noise levels of those who need space to concentrate, meditate or discuss issues.
- Technology spaces: For the most part, DIT technology can be effectively integrated into all spaces to reflect the needs of project-based learning. However, for safety and noise management hard material equipment requires their own spaces.
- Science spaces: The school already has a laboratory on site. Further equipment will be installed in strategic places to support the learning of students.
- Physical Education spaces: Currently, buses and a minivan are used to make use of the best facilities in town such as tennis courts, swimming pools, hockey turf, and squash courts. The Land Trust's recent land purchase will also allow the establishment of a full 400m track, and full-size rugby and football fields. It also has a long-term plan to include a gymnasium on site.
- Teaching spaces: Teachers need to be able to have groups of 5 to 26 for traditional teaching sessions or for workshops. These can double up as student presentation areas.
- Planning spaces: Ako teachers and students need spaces to meet and discuss goals.
- Display spaces: Art, design graphics and other work will need to be displayed.
- Outdoor spaces: Consideration will be given to seamless movement from indoor to outdoor learning spaces, both being able to cater for the varying needs above.

Further considerations relating to light and ventilation will be considered in any design. Glass versus solid walls will be carefully considered in line with the principles above. Furniture will match the needs of the various spaces and include flexibility around both individual and group learning. Any design will allow for adjusting the floor space given to each type of space. The design will also give consideration to future expansions of the facilities, should they be required.

Given the extensive modernisation planned at Ashburton College, there will be opportunity to partner in the philosophy of design discussion and co-construct the design of potential facilities

### Financial Viability

**Board of Trustee Finances:** The Board has successfully operated the school finances since integration and expectations are that should this application be successful this success will continue.

- The Board has shown the requisite financial management skills in taking the school from Y1-8 to Y1-10
- The Board is currently retaining surplus funds to assist with the transition to senior secondary delivery.
- The Board has is a signatory to the Code of Practice for the Pastoral Care of International Students and can use income derived from this to assist in maintaining and funding a 'wide' curriculum.

## Consultation

### Board of Trustees

The BOT fully supports a change of class. It resolved at its meeting on 30 March 2018 to proceed with this application. **(See Appendix 6)**

### Ashburton Christian Schools Trust

The school's proprietor the CST has agreement from the ACST to proceed with this application. The ACST minuted this at its meeting of 14 August 2018. **(See Appendix 6)**

The ACST has purchased additional land next to the school to support this development **(See Appendix 8)**

### Parent Survey

Parents were surveyed in March 2019 and invited to respond to the following questions:

1. What year level is your child/ren
2. Do you have any pre-schoolers?
3. Are you supportive of ACS putting in an application to extend our school to Year 11-13?
4. How likely is it that your children will attend ACS for Years 11-13?
5. Please list the benefits you see for extending ACS.
6. Please list any concerns or issues that you believe need to be addressed.

41 responses were received out of a possible 73 – a 56% response rate.

Roll spread of children of those who responded is as follows:

Year	1	2	3	4	5	6	7	8	9	10
Number	5	6	7	11	4	2	5	11	11	7

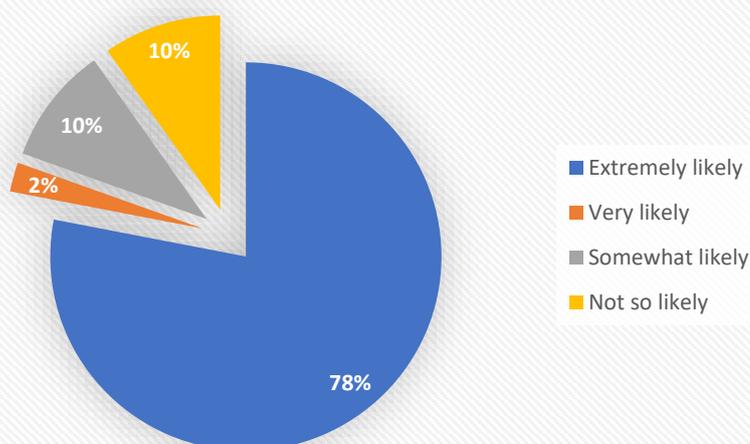
- 23 respondents (56.1%) had more than one child at the school.
- 11 respondents (26.8%) had pre-schoolers
- 18 respondents (43.9%) had their youngest child at ACS in Year 7 or higher, half of these were in Year 8 and 9.

39 respondents (95.1%) were supportive of ACS putting in an application to extend our school to Year 11-13. The 2 remaining respondents (who had children only in Year 7,8 and 9) were undecided.

There was a high degree of support from respondents for the likelihood of their children attending ACS from Year 11-13 as can be seen in the following chart, with:

- 80% indicating their children were 'extremely' or 'very likely' to attend.
- Of the 4 respondents who indicated their children were 'not so likely' to attend, 3 had a child in Year 9 (with one of these also having a child in Year 7), and the other had a child in Year 7 only.
- Of the 4 respondents (parents of 7 children) who said their children were 'somewhat likely', 6 of the children were in Year 6 or younger, and 1 was in Year 8.

## "How likely is it that your children will attend ACS for Years 11-13?"



### Summary of Written responses to Questions

(Written answers are included in full in **Appendix 7a**)

#### Question Put: Please list the benefits you see for extending ACS

36 respondents (87.8%) provided a written answer to this question. The responses are collated summarised and ordered by frequency below.

Response	Frequency
Christian Education	26
Continuing at same school	10
Positive Influence/Safe/Encouraging	10
Another choice for High School in Ashburton	8
School Community/Friendships/Relationships	8
Quality of education provided	5
Smaller School	5
Small classes	4
Teachers/Principal	4
Behaviour/discipline	4
Leadership opportunities	2

**Question Put: Please list any concerns or issues that you believe need to be addressed.**

26 respondents (63.4%) provided a written answer to this question. The responses are collated summarised and ordered by frequency below.

Response	Frequency
No written answer (= no concern?)	15
No concern	8
Range of subjects	7
Need for a youth worker/counsellor/mentor	3
Less competition/drive to achieve their best	3
Sports/arts/gifted/extracurricular opportunities	3
Dependence on correspondence courses	2
Car parking/pick up drop off	2
Preparation for University/UE	2
Resources	2
Cultural opportunities/issues	2
Staffing – suitable teachers, senior leadership	2

Individual responses addressed such issues as:

- Number of pupils for viability
- Risk to first cohort in senior college – systems not yet well developed
- Preparation for world after school
- Non-preference pupils (behaviour, rules, boundaries)
- Need for biblical life instruction
- Unspecified concerns

## Student Survey

Students were invited to respond to the following questions:

1. What year are you in?
2. What are the strengths of ACS as a school?
3. What do you think of ACS extending to Year 11-13
4. Why do you think that?

47 responses were received out of a possible 47 – a 100% response rate.

Roll spread of students of those who responded was from Year 5 to Year 10.

Year	5	6	7	8	9	10
Number	10	5	9	8	9	6

## Summary of Written responses to Questions

(Written answers are included in full in **Appendix 7b**)

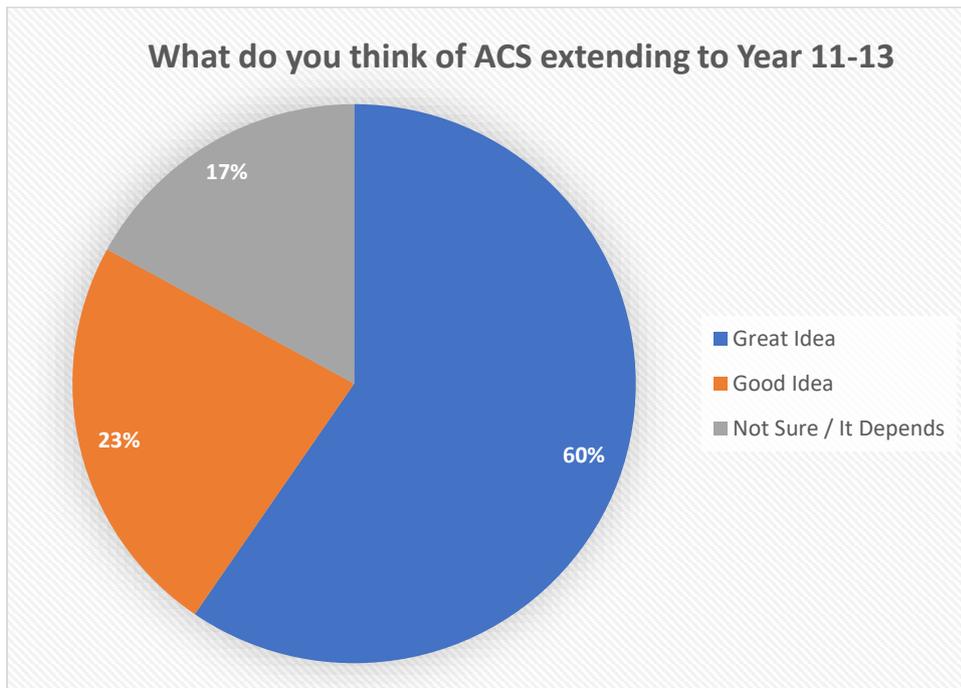
### What are the strengths of ACS as a school?

The responses are collated summarised and ordered by frequency below.

Response	Frequency
Teachers ( <i>kind, caring, know us well, make learning fun, fair</i> )	18
Christian ( <i>including devotions, earning about God, grow in faith</i> )	16
People ( <i>kind, caring</i> )	13
Extracurricular activities ( <i>wheels, jumps, pet day, tree climbing, multicultural day</i> )	10
Safe ( <i>incl no bullying</i> )	9
Learning ( <i>better, fun, variety</i> )	8
Friends/Relationships	8
Small ( <i>know everyone, caring</i> )	8
Science lab	6
Principal ( <i>cares, good, should never quit</i> )	4
Fun	4
Facilities	3
Leadership opportunities	3
Rules	2
Preparation for further education	2

### What do you think of ACS extending to Year 11-13?

- 39 respondents (95.1%) thought ACS putting in an application to extend our school to Year 11-13 was a great or good idea.
- The 8 remaining respondents were unsure.
- None chose the “Bad Idea” or “Very Bad Idea” options.



#### Why do you think that?

The responses are collated summarised and ordered by frequency below.

Response	Frequency
Can stay longer at this school ( <i>it is a family, good school, I like it here, familiarity, don't have to change schools</i> )	24
Christian ( <i>including not losing faith or standards by going to another school</i> )	14
Gives another choice for High School	6
School will grow ( <i>more people, more friends, more people coming to know the Lord</i> )	5
Friendships ( <i>stay with friends, get more friends</i> )	5
Not sure	5
Will have older kids ( <i>examples, helpers</i> )	2
A safe school	2

## Staff Survey

Staff were invited to respond to the following questions:

1. Are you supportive of ACS extending provision to include Years 11-13?
2. What BENEFITS do you see in ACS extending to include Years 11-13?
3. What CONCERNS do you have with ACS extending provision to include Years 11-13?
4. Do you have any other questions or comments you would like to make regarding the possible Year 11-13 programme?

9 responses were received out of a possible 9 (teaching staff) – a 100% response rate.

### Are you supportive of ACS extending provision to include Years 11-13?

100% of respondents said 'Yes'

## Summary of Written responses to Questions

(Written answers are included in full in **Appendix 7c**)

### What BENEFITS do you see in ACS extending to include Years 11-13?

The responses are collated summarised and ordered by frequency below.

Response	Frequency
Christian Education to Year 13	7
Small numbers ( <i>individual care, leadership opportunities</i> )	3
Gives a choice for high schooling	3
Continuity	2

### What CONCERNS do you have with ACS extending provision to include Years 11-13?

Response	Frequency
Small numbers ( <i>limits what can be offered</i> )	4
None	3
Effect on school culture ( <i>new enrolments, any increase in non-preference #'s, older and younger students on same campus</i> )	3
Preparation for life after school ( <i>further education, workforce</i> )	2

Other individual comments covered items such as behaviour issues with older students, loss of leadership opportunities for Years 9&10, opportunities for social interaction/sport.

## Other Schools Affected

1. The principal has informally consulted with the principal of Ashburton College who has agreed in principle to cooperate around this application
2. The Board was asked by the CEN Office to leave formal consultation with schools until the Expression of Interest process with the Regional office of the MOE was completed.
3. The school has recently completed its ERO review.
4. The school is now in a position to begin formal consultation with schools likely to be affected by the Change of Class and Maximum Roll Increase applications.
5. Results will be sent the Regional Office of the MOE as these come to hand.
6. A complicating factor may be the upcoming BOT elections. Consultation timing may occur across BOT transitions.

## Implications for School Organisation

### Current Roll

YEAR:	0	1	2	3	4	5	6	7	8	9	10	Total
2019	8	7	9	17	13	12	7	12	12	14	9	120

### Roll Forecast

In projections for the school based on current year level distribution and extrapolated out to year 13 would see the school reach 170 students by 2022. However, there is an expectation that as the school expands to the higher year levels enrolments will increase as families see that school transitioning is not required. The numbers do not factor the potential growth from four areas:

1. The growing Pasifika community.
2. Potential demand from Catholic families, though a determination on the definition of 'general preference', as per the school's integration deed, has yet to be made by the board in consultation with the CST.
3. The wider rural community that send pupils to their local primary schools, but need to look elsewhere for High School
4. Increased numbers of non-preference pupils (as described on p.5 ), though this will not be a large number, and the board would endeavour to leave spaces open for secondary pupils who may need a fresh start

YEAR:	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
2019	8	7	9	17	13	12	7	12	12	14	9	0	0	0	120
2020	4	12	8	10	18	14	13	8	13	13	15	0	0	0	128
2021	5	9	12	9	11	19	15	14	9	14	14	15	3	0	149
2022	5	10	13	12	12	12	19	15	14	12	14	14	15	3	170
2023	6	10	14	13	12	12	12	19	15	14	12	14	14	15	182
2024	6	11	14	14	13	12	12	12	19	15	14	12	14	14	182
2025	7	11	15	16	16	15	14	14	14	19	15	14	12	14	196
2026	7	12	15	18	18	16	15	16	14	16	19	15	14	12	207
2027	8	12	16	18	20	18	16	17	16	16	16	19	15	14	221
2028	8	13	16	19	20	20	18	18	17	18	16	16	19	15	233
2029	9	13	17	19	21	20	20	20	18	19	18	16	16	19	245
2030	9	14	17	20	21	21	20	22	20	20	19	18	16	16	253

### Population and Demographic Factors

Statistics NZ shows the number of school age children will continue to grow in the Ashburton District till around 2030. **(Appendix 1)**

CEN Market share model provided by the Ministry of Education Regional Network Team shows a maximum roll deficit of 122 against market potential for special character education within the school's catchment area. This indicator is for a Y1-10 school and would take the market share maximum roll up to 242. The additional maximum roll being sought is for the year 11-13 senior college component.

Ashburton district is one of New Zealand's fastest growing rural districts with a population growth of 1.7% per annum since 2001.

Ethnic diversity continues to expand in the area. Pacific people have grown from 1.5% to 3.9% of the population in the last census cycle and many of these have a strong affinity with the Special Character of Ashburton Christian School.

There was an expectation that the recent NZ census data would be available to help calibrate some of these trends but there are ongoing delays with data release.

### Network Capacity

State network capacity is at 88%.

Collectively schools in the same catchment as ACS (20 State Primary, 2 State Integrated Primary and 2 State Secondary) have had stable rolls (apart from one state integrated primary school in Methven).

Currently integrated schools in the area make up 9.2% of school age children.

With the proposed maximum roll increase, this ratio would increase to 13.9% of school age children but as school age population grows this percentage would decline over time.

There has been a recent announcement by the Prime Minister that \$50mn would be spent on Ashburton College to modernize the buildings and increase the school's capacity from 1150 to 1350 students. In the news release the fast growth of the area was noted with a projection that the school's capacity would be increased to 1600 in the future to accommodate forecast future growth in the district.

### Network Impact

In terms of the senior secondary roll 85 out of a projected increase of 400 for Ashburton College is 18%. But the 85 will also spread across to Hutt College catchment and will also contain students from families who may have otherwise sent their children out of the district for senior secondary education.

So overall proposed roll increase will be spread across all year levels and so will not impact significantly on any one particular non-integrated state school.

## Implications for Property/Resource

### Current Site

The current school site area is 2.02 ha. The buildings comprise of 4 classroom blocks containing 7 teaching spaces and a large resource room and a staff/library/office building. **(Appendix 8)**

The site was approved for school use through the Resource Consent process for 200 students in 2008. SPG calculations for the current maximum roll of 120 students for a Y1-10 restricted composite school is 8 teaching spaces. Helios shows that 7 teaching spaces have been provided. However, there is a 61 sq. m. resource area in Block D which could be used as a full-time teaching space which would bring the school up to the required 8 teaching spaces.

The proprietor has recently shifted two surplus relocatable buildings to Ashburton Christian School from Middleton Grange School which has added a further 3 teaching spaces plus resource/office space. In addition, the proprietor has another 2-teaching space relocatable building in storage which will ultimately go to ACS. This will give the school 13 teaching spaces in total.

The SPG for an Area School of 345 indicates 20 teaching spaces are required. **(See Appendix 9)**. The further 7 teaching spaces will be provided on 1.2 ha of land currently under a conditional sales & purchase agreement with an adjoining neighbour **(See Appendix 8)**. This new land and the current school site have residential D zoning. While this is a low-density zoning, residential zoned areas in the district may contain “a range of complimentary non-residential activities relating to educational, spiritual, social and recreational and day-to-day economic needs of the residents.” P. 4-6 of Ashburton District Council Plan.

The proprietor and land trust have agreement from the Crown to submit a Notification of Requirement application to the Ashburton District Council for both the existing land and the new land ahead of the District Council Review due in 2024. This is being done in preference to the resource consent process and will result in much greater flexibility in the future as the school grows.

The proprietor is satisfied that the increase of 5 teaching spaces or 125 students will give the school the required capacity to grow from 2021 to 2023 from 120 students up to 250 students.

During the 2021 to 2023 period the proprietor and the land trust will master plan the site and with the increase flow of attendance dues further increase the capacity of the site to the projected maximum roll of 345. The school and proprietor will need to carefully monitor current learning environment trends as to whether the new capacity should be built in the traditional way or follow a more flexible learning space approach as proposed in the educational section of this application.

The SPG calculation allows for a 520 sqm Hall/Gymnasium facility.

The school site has access to the following services:

- Fibre Network
- Town Supply Water is installed.
- Has own pumping system to connect the school to town waste water system

These are enough to service the projected growth of the school.

### Proprietor Finances

The proprietor of Ashburton Christian School is a large multi school proprietor of national prominence and proven track record. This means it has the experience and resource to manage the growth of this school. Each year the proprietor submits its accounts to the Secretary as per Section 450 of the Education Act. It is cognisant of the requirements of proprietors in s457 of the Education Act. Some aspects are covered in this application, and some will receive attention in upcoming months.

Given the proprietor has already financed 5 teaching spaces ahead of the proposed change, there should be confidence that it has the ability to provide a further 7 teaching spaces through the increased flow of

Attendance Dues (ADs). The current level of attendance due is \$1260 with the proprietor gazetted to be able to charge a maximum of \$1725. The proprietor has chosen to keep the ADs as low as possible so as to lower barrier of accessibility. Some thought will be given to increase the AD for senior college students to reflect the level of specialist facilities required.

### Transport

There will be no significant extra costs to the Ministry. Those currently eligible for the bus to the Ashburton College will also be eligible for ACS. There may be an extra cost if students from Methven enrol who are currently in the Mount Hutt Zone and ineligible for transport subsidy if Mount Hutt College were attended. We have had no such cases since opening in 2009.

### Costs to the Government

The increased number students projected for Ashburton Christian School would otherwise likely be in state education in any case. They are remaining in state education, albeit a state integrated school, so costs to the Crown should not significantly increase.

Given the projected population growth in the student catchment, the proprietor funded buildings will save the Minister increased capital capacity cost at Ashburton College.

# Appendices

## Appendix 1: Expression of Interest

### Integrated School Expression of Interest to the Ministry of Education

**School Name:** Ashburton Christian School

**School Number:** 608

**Proprietor Name:** The Christian Schools' Trust

**Area of Interest:** Change of Class from a Composite School (Y1-Y10) to a Composite School (Y1-15) with an associated maximum roll increase.

**MOE Region:** Canterbury and Chatham Islands.

**Regional Director of Education:** Coralanne Child.

**Senior Advisor:** Murray Aitken.

Dear Coralanne,

The proprietor of Ashburton Christian School, the Christian Schools' Trust, is intending to apply to the Ministry of Education National Office, via the APIS office, for a change of class to allow the school to educate students up to Year 15 along with a maximum roll increase of 225 students to take the maximum roll from 120 to 345.

An overview of our application rationale is as follows:

#### Population and Demographic Factors:

1. Stats NZ shows the number of school age children will continue to grow till around 2030.
2. CEN Market share model shows a maximum roll deficit of 122 against market potential for special character education within the school's catchment area.
3. Ashburton district is one of New Zealand's fastest growing rural districts with a population growth of 1.7% per annum since 2001.
4. Ethnic diversity continues to expand in the area. Pacific people have grown from 1.5% to 3.9% of the population in the last census cycle and many of these have a strong affinity with the school's special character.

#### Network Capacity:

1. State network capacity is at 88%.
2. Collectively schools in the same catchment as ACS (20 State Primary, 2 State Integrated Primary and 2 State Secondary) have had stable rolls. (apart from a state integrated primary school in Methven).
3. Currently integrated schools in the area make up 9.2% of school age children.
4. With the proposed maximum roll increase, this ratio would increase to 13.9% of school age children but as school age population grows this percentage would decline over time.

#### Potential benefits for students.

1. Remain in Special Character Education where the school environment matches home and family values
2. Allows for the delivery of a personalized and innovative educational program.
3. Specialist teachers can deliver a more coherent program across the school years.

4. Allows for a seamless, specifically supported educational delivery through the three stages of schooling.
5. Improved leadership opportunities for pupils.
6. Alternative secondary provider allows for school change within the local area for the occasional challenged student who needs a fresh start.
7. A strengthened network of Y1-15 schools will benefit students across network

#### **Educational Viability of the School.**

1. Opportunity to partner with likeminded schools in a digital, on-line environment will provide curriculum breadth and further options
2. A strong large “sister” school (Middleton Grange School) within proprietor stable to provide advice, encouragement and resource.
3. An opportunity to align year by year curriculum roll out with Richmond View School in Blenheim.
4. ERO Report: 2015 Conclusion: *“Ashburton Christian School’s programs strongly reflect its special character. Students learn in a positive and respectful environment. The curriculum offers a wide range of rich learning experiences for students. The board and staff work well together to meet the needs of all students. Parents and community actively support the school.”*

**Financial Viability of the School.** The Board has successfully operated the school finances since integration and expectations are that should this application be successful this success will continue.

**Property Matters:** The proprietor has begun expanding the school capacity. This is not to be construed as presumptuous but rather surplus relocatable classrooms that became surplus at MGS are being shifted to Ashburton as a result of pragmatic efficiency by a proprietor of multiple schools.

The local Land Trust is in negotiation with the owner of land to the west of the school to purchase an additional 1 ha of land.

**Consultation:** We believe the proposal has the support of the BoT, staff and parents. The school has had positive dialogue with the principal of Ashburton College. The move is supported by the CEN and its schools.

**Costs to the Government:** The students are remaining in state education so costs to the Crown should not increase too much except for the effect of base funding within the operational grant formulae.

Given the population growth in the student catchment, the proprietor funded buildings will save the Minister increased capital capacity cost at Ashburton College.

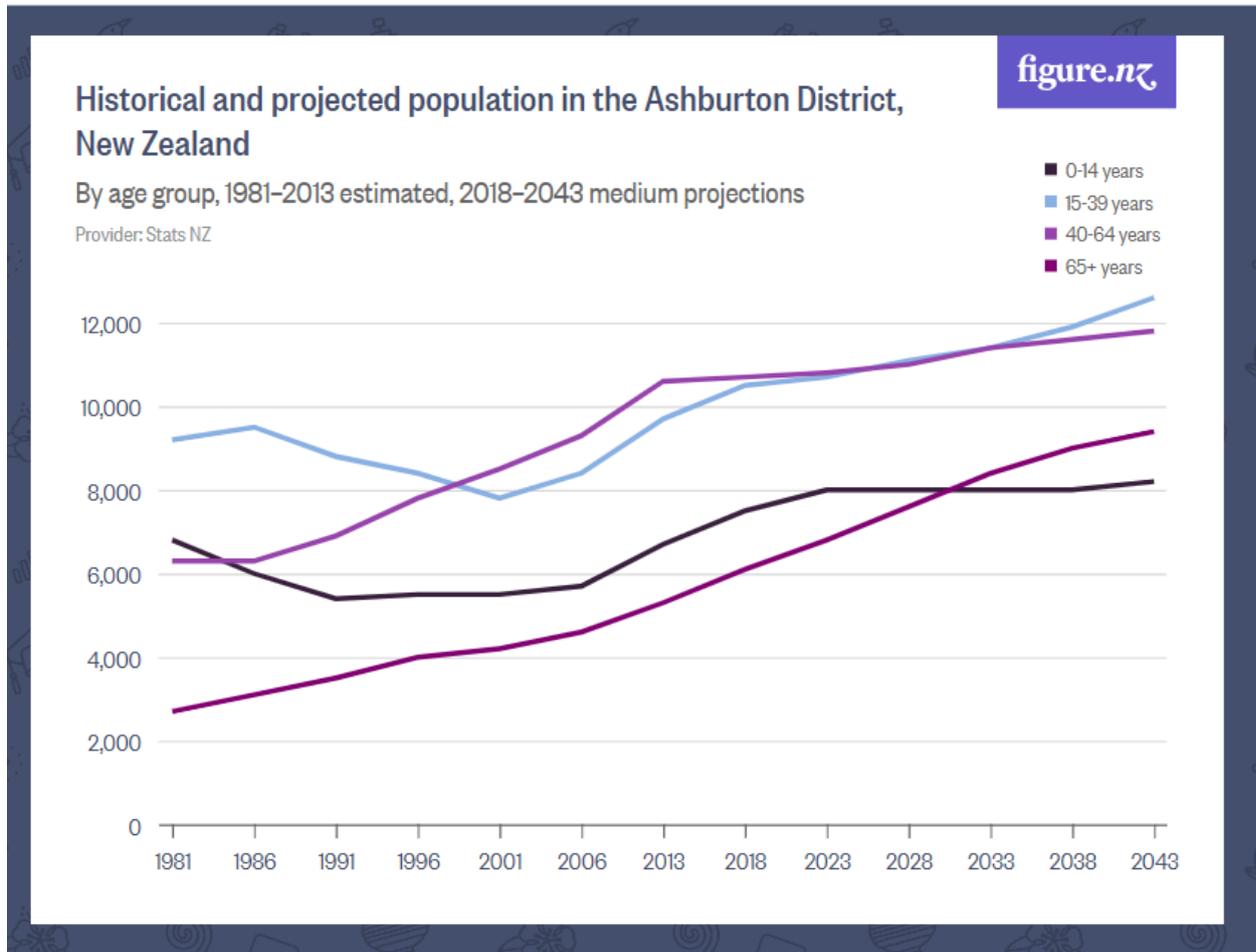
**Impact on local network of schools.** Currently the school is at its maximum roll and is turning away students at Y1-10. The proposed roll increase will be spread across all year levels and so will not impact significantly on any particular state school.

**Proprietor Experience.** The CST is an experienced proprietor and is currently the proprietor of 4 schools- Middleton Grange School, Aidanfield Christian School, Rolleston Christian School and Ashburton Christian School and has its own management team with expertise in education, finance and property. These schools are all full members of the Christian Education Network and so also can call on the expertise of the CEN office. The CEN Office has recently supported Richmond View School in Blenheim in successfully applying for a similar application and will facilitate both schools working together as they grow into the higher educational levels.

## Other Considerations.

1. Governance Personnel:
  - A CST trustee is a proprietor appointee to the BoT
  - The finance and property person from the CST Office is a proprietor rep on the BoT.
  - The CEN Coordinator has since the beginning of 2018 been a guest advisor at BoT meetings.
2. School has recently gained accreditation to host international students which will both assist in roll size and also provide income stream for the BoT. The school will be able to leverage off the success of MGS in this area.
3. The school is an active member of the local Kāhui Ako
4. The principal is chair of the Mid-Canterbury Principal's association
5. The principal is a member of the executive of the New Zealand Association for Christian Schools
6. School currently is host school for the Mind Plus program.

## Appendix 2: Population Projections



3

<sup>3</sup> <https://figure.nz/chart/FyfHKfmyQB67AWR0-tWV7lLk0djEpsNxQ>

## Appendix 3: Kāhui Ako in ACS Enrolment Zone

### Hakatere (Ashburton) Community of Learning

Schools	ECEs
Ashburton Christian School	Active Explorers
Ashburton Intermediate	AshburtonAllenton Free Kindergarten
Fairton School	Ashburton Baptist Preschool
Hinds School	Ashburton Montessori Preschool
St Joseph's School (Ashburton)	Aubrey Mason Free Kindergarten
Wakanui School	Hampstead Free Kindergarten
Ashburton Borough School	Hannah N Henry Early Childhood Centre
Ashburton College	Merle Leask Free Kindergarten
Ashburton Netherby School	Rising Stars Preschool
Hampstead School	Stepping Stones @ Braebrook
Longbeach School	Thomas Street Kindergarten
Tinwald School	Tiddlywinks Preschool Ltd

#### Achievement Challenges

Reading – especially for those in years 9 and 10, Māori and Pasifika students and boys. (3 sub groups)

Writing - especially for those in years 9 and 10, Pasifika students and boys. (3 sub groups)

Mathematics - especially for those in years 9 and 10, Māori and Pasifika students and those in years 1-4. (4 sub groups)

### Opuke Community of Learning

Schools	ECEs
Dorie School	Leap Ahead Early Childhood Centre
Mayfield School (Mid-Canterbury)	Rakaia Little Learners Preschool
Mount Hutt College	Educarents Canterbury
Our Lady of the Snows School (Methven)	Methven Pre-school Learning & Child Care Centre
Chertsey School	Rakaia Playcentre
Lauriston School	
Methven School	
Mt Somers Springburn School	
Rakaia School	

#### Achievement Challenges

We will accelerate achievement in mathematics for all students in Years 1-10

We will accelerate achievement in writing for all boys in Years 1-10

We will raise achievement and endorsement levels in NCEA Level 2

## Appendix 4: Year 9 and 10 Options Board Report

March 2019

This board report is aiming to update the ACS BOT in the optional subject programme in Year 9/10. It will outline each subject and give details on the special character, curriculum, assessment and resourcing. It will also suggest the next steps.

### The Process

At the end of Year 8 and 9, pupils are invited to select the subjects that they would like to take in the forthcoming year. The enrolment information is distributed with the Year 9/10 handbook which contains information on each course. There is also an informal evening where parents are invited to discuss their options with their child with the Year 9/10 teacher.

At the start of 2019, pupils had 14 different subjects and a further 6 languages to choose from. For a child in Year 9, it was compulsory for a pupil to sign up to 2 languages, 1 subject in the Arts and a minimum of 5 subjects in total. For a child in Year 10, it was compulsory for a pupil to sign up to 1 language and 1 subject in the Arts and a minimum of 4 subjects in total.

In some cases, there are special circumstances and these are accommodated for through the discussions of parents and school.

In John 17, Jesus prays his longest prayer. He prays that whilst we will be sanctified from the world with the word, we are also to be in the world. Therefore, studying a language was made compulsory in Year 9/10, so that our pupils can be well equipped to make an impact in any culture whilst on their worldly mission. In addition, it is proven that the learning of languages can also help those pupils who find English difficult.

### The Learning

Pupils are asked to manage their own learning time each week. Therefore, they are free to prioritise certain subjects if it fits with their workload. In 2 Timothy 1, we learn that the spirit of God has given us power, love and self-discipline. In 1 Corinthians 9, we find the result and the need to have self-discipline – ‘...we do it to get a crown that will last forever.’ By managing oneself and resisting temptation, we are pleasing and honouring God. Each Monday, the teacher works with the pupils to set their schedule and complete their goals (tied to Rock awards). This enables these conversations around self-discipline to take place. This allows positive conversations to happen where pupils are praised for their self-discipline and diligent endurance. It also allows for an opportunity for learning conversations to take place. When a pupil is finding it difficult to manage themselves, the teacher can help to understand why it is important to do and give them tools to allow them to progress. This is hugely beneficial for the future and is often not taught in schools.

### Optional Subjects

Music	Art	Drama	Photography
Videography	History	Geography	Primary Production
Coding	Passion Pursuit	Design Tech	Graphics
Entrepreneurship	Dance		

### Languages

Te Reo Maori	Japanese	Chinese	German	Spanish	French
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### Music

We are using music academy which is an online course where pupils can choose between guitar, electric guitar, bass guitar, piano, drums, vocals or PA. Each course begins as if the pupil has never played before.

It contains theoretical knowledge. As pupils learn, they play along to worship songs (it is a Christian worship training academy for churches)

Next Step: to visit Ash Col to check the expectations of Music in Year 11 and report of whether our course will suitably prepare our students.

### Visual Art

This course was developed by Julie Whiteman who is experienced with secondary Art. She has developed a curriculum that prepares our students for their next learning institute. Lizzie Bowen has now taken on the Art and added further media to the course to fit with NZC.

Next step: how can our special character be seen in Art?

### Drama

This is taken from the NZCEA Level 1 ESA study book. It is adapted and differentiated to fit a Year 9/10 pupil (i.e. the course does not religiously stick to the course content). Instead, pupils apply their knowledge with a yearly school production (promo film or play). In Matthew 5, we are called to let our lights shine before men. By producing a piece of media each year, students are glorifying God by letting people know the news of Christ in creative ways.

### Photography

This is an online course and is delivered by Lizzie Bowen. It has been assessed by a professional photographer who recommends the content as a good base for future learning.

Next step: how can our special character be seen in photography?

### Videography

This is an online course and is delivery by Year 9/10 teacher. The course runs for 1 term and then students team up with the Drama students to collaborate on the yearly special character school productions.

### History

The course is taken from 'The Story of the World' which is 4 volumes of books written by a Christian author. It is delivered by Lizzie Bowen. This course is helping our pupils to understand one key part of our school statement: know. Pupils are asked to know the story of the world and how they fit in it pivoting around our faith, who God, at the centre created it all.

Next step: research if the course is preparing pupils for further education (Ash Col etc)

### Geography

This is taken from the NZCEA Level 1 ESA study book. It is adapted and differentiated to fit a Year 9/10 pupil (i.e. the course does not religiously stick to the course content). Instead, pupils apply their knowledge with set case studies set by the Year 9/10 teacher.

Next step: how can our special character be seen in Geography lessons?

### Graphics

This is taken from the NZCEA Level 1 ESA study book. It is adapted and differentiated to fit a Year 9/10 pupil (i.e. the course does not religiously stick to the course content). Curriculum is delivered by Lizzie Bowen.

Next step: how can our special character be seen in Geography lessons?

## Entrepreneurship

This course has been modelled by the Year 9/10 teacher on the Young Enterprise project in NZ. Pupils are asked to think about their business models and how their faith will impact how they run their business. The book of Proverbs is used as a book of wisdom to help pupils understand the values.

Next step: how can pupils use their businesses to impact the community?

## Dance

This course is run by LDA. It covers theory, practical and the teaching of dance. Pupils use Christian music to teach Dance to younger classes. In 1 Corinthians 6, we learn that we are vessels for the Holy Spirit for God to use. Therefore, in multiple ways we are to honour God with our bodies.

Next step: collaborate with LDA to assess the course in preparation for next year.

## Coding

This is an online course.

Next step: compare the course's curriculum with the NZC. (A new Technology curriculum is being released and therefore this course will need to be matched with the new NZC for Technology)

## Design Technology

This is an extension to the compulsory Tech pupils take each Friday for 2 terms. As pupils return from Tech, students will be applying their skills to practical, useful needs around school. Hebrews 6:10 'God is not unjust; he will not forget your work and the love you have shown him as you have helped his people and continue to help him.' Pupils will serve the school helping them to understand our school statement and how God sees all of their work; they may not benefit from the work they complete, but others in the future will and they will bring glory to God in doing so.

## Languages

This course is online and prepare our students for future learning. We offer subjects that are options at Ash Col and Mt Hutt. In John 17, we are called to mission and make an impact in the world whilst being set apart with His word. We are preparing our pupils for different cultures, so that they can make an impact now and, in the future, wherever God will take them.

Next step: to develop and secure authentic relationships with members of the community to help with the effectiveness of the assessment of each target language.

## Resourcing

The budget is allowing all courses and equipment to be provided for. The new building will provide an asset to Year 9/10 as the spaces can provide multi-purpose uses to better equip some of our subjects. E.g Dance can make use of a large space similar to a dance studio.

## Conclusion

In conclusion, the Year 9/10 optional programme is developing and now going through its first full-year with the current supply of staff. The two-year Schemes of Work have been written for each subject and the Long-Term Planning is being written by the relevant members of staff as their subjects' progress. There is a base line of assessment criteria which will form the starting point for this year's end of year assessments, so that they can be reviewed and suitably improved. It is essential that due to the timing of this programme, the overarching next step, (as well as the individual subject next steps) will be to constantly review the programme as it progresses into maturity from infancy. Part of this will be to gain an understanding from the pupil voice at the end of year.

## Appendix 5: Strategic Plan (Excerpts)

THE SCHOOL GUIDING STATEMENTS (ACS 2019 Charter p6):

**Motto:** 'Soli Deo Gloria' (to God Alone the Glory)

**Vision:** 'To grow people who Love, Know, Serve and Impact

**Love** God, Others, Self, World

**Know** God's story and our place in it

**Serve** Faithful with our Gifts and Talents

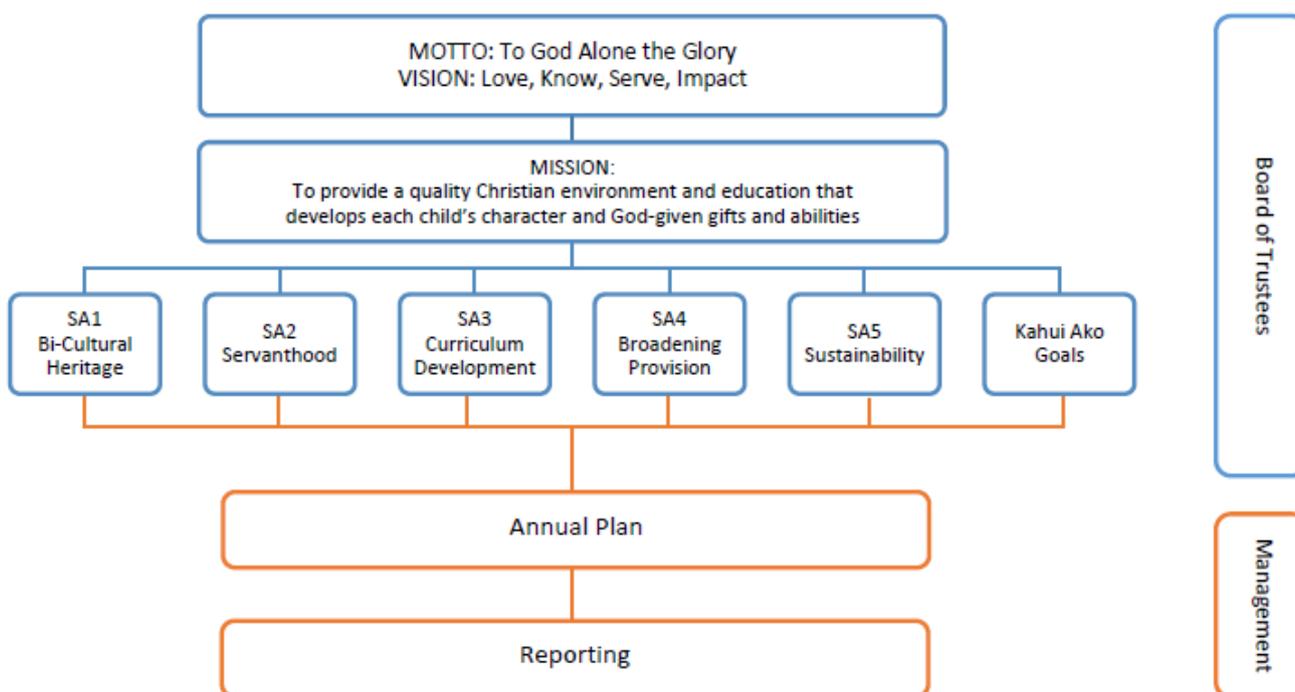
**Impact** Bring God's Kingdom to Earth

**Mission:** 'To provide a quality Christian environment and education that develops each child's character and God-given gifts and abilities'

**FUTURE (ACS 2019 Charter p4):** It is the board's desire to expand the school to offer more Christian parents the choice of Christian education in what is a growing area of Canterbury. This will entail working with the Christian Schools Trust (CST), the school proprietors, and the Ashburton Christian Schools Trust (ACST), the owners of the property, to provide additional educational provisions, land and buildings based on a careful analysis of future demand.

ACS Charter and Strategic Plan

March 2019



(ACS 2019 Charter p10)

STRATEGIC AIM 4: BROADENING PROVISION OF CHRISTIAN EDUCATION (ACS 2019 Charter p11-12)

- a) That we have an international school established for the purpose of serving our local and international community.
- b) That we investigate the viability of offering Year 11 to 13 at ACS.

RATIONALE WITH VISION

**Love:** a) This is a clear chance for children to grow in grace toward those from other cultures and b) provide an option to those families that desire a full Year 1-13 Christian Education.

**Know:** a) God's story is always a blending of cultures, even in Old Testament times and the promise to Abraham to bless all nations and made clear in the time of Pentecost and b) We are able to teach the Christian ethos for life more deeply at the senior levels

**Serve and Impact:** a) Our children and school community have a wonderful opportunity to build our service of others cross-culturally and b) We are able to more fully develop our young people in lives of service to their community now and in future.

GOALS

- 4.1 That we gain international school status in order to serve the local community requiring and international school.
- 4.2 That we are in a position to implement an international school programme when other Strategic Aim priorities are achieved.
- 4.3 That we investigate and report to the BOT on the educational viability of a Year 1-13 Area school in our community.

ANNUAL PLAN (ACS 2019 Charter p16)

STRATEGIC AIM 4: BROADENING PROVISION	
HISTORY/BASELINE	
<ul style="list-style-type: none"> <li>a) In 2018, ACS became a Signatory to the Code of Practice for International Schools. The original purpose in applying was so that we would not need to turn away applicants who have come on occasion. However, it has opened more opportunity, should we wish to take it, in the form of group students and long-stay students. In a recent retreat, the board requested a paper clarifying a possible vision for going beyond the scope of the original purpose.</li> <li>b) The board made the decision in 2018 to put in an application to extend to Year 13. This application is due to the ministry by April.</li> </ul>	
GOALS FROM STRATEGIC AIM	PERFORMANCE TARGETS FOR 2019
4.2 That we are in a position to implement an international school programme now that Strategic Aim 4.1 is achieved. 4.3 That we investigate the viability of offering Year 11 to 13 at ACS.	<ul style="list-style-type: none"> <li>i. Develop a vision position paper for international school (target 4.2).</li> <li>ii. Consider next steps after the position paper has been discussed (target 4.2)</li> <li>iii. Apply to the Ministry by April 2019 to extend provision to Year 13 (target 4.3).</li> </ul>

## ACS Board of Trustees MINUTES

20 March 2018, 119 Albert Street

7. Special Topics

7.1 High School Application

Each Board member gave their view of proceeding with a high school application. There were some concerns around viable numbers and costs but all members spoke favourably. Andy Van Ameyde highlighted the following points for the Board to consider moving forward:

Working with Ashburton College is critical.

The need for choice in Ashburton.

Purchasing the land next door is a good idea. However, we need to look at whether it has resource consent for school buildings, the right zoning, if it has a cap for numbers etc, and think about these issues when making an offer.

We are educating young people to do jobs not invented yet; we are teaching them skills rather than knowledge. ACS could pitch our education to target those areas.

*'That we note our intention to pursue the establishment of Years 11 through 13 at ACS.'*

**Moved David Bayne, Jochie Pantaleon, Carried Unanimously**

### Ashburton Christian Schools Trust Meeting

Tuesday 14th August 2018

#### Motion

We express support for the extension of roll cap to 345 and the establishment of the senior college. Moved by David. Seconded by Alister. Motioned carried.

Tim to apply for an application to the MOE to show that the school can deliver educationally for a small secondary school.

## Appendix 7: Survey Responses – Verbatim

### a) Parents

#### Please list the benefits you see for extending ACS.

1. Apart from the Godly foundation which gives the students a great start in life, I believe ACS is a school that is leading the way compared to other schools in Ashburton. My children will benefit from this. I believe ACS children's confidence and worth is higher compared to other schools.
2. Gives parents a choice for continuing with a Christian education, small class sizes, teachers that treat your child as an individual
3. As a Christian parent I would love to have my children benefit by having a supportive Christian environment right through their schooling years. At this stage I feel uneasy about sending my children to any surrounding schools and know how much ACS has positively influenced my children it's more than just a school its family to us. ACS offers a amazing atmosphere that we have never experienced from previous schools been attended and we love it. This will be a great opportunity for the wider community also as there is only 1 other high school within ashburton.
4. Continuation of the excellent education currently available. Providing an alternative to the limited options for families in Ashburton. Continuing the positive relationships and community already existing for our students.
5. My children can complete all their schooling at the one school and 2 of my grandsons will also be attending in the next 3 years and can also do all their schooling at the one school.
6. A understanding of god and all hos glory
7. Cohesive education right the way through. I love the schools values and feel it offers my child a safe and encouraging learning environment. I would like to see her stay right through secondary school
8. The benefit would be of not having an interruption of changing to another school and also having the opportunity to be able to attend a Christian to year 13
9. Christain value. Order. Manners. Bring up the future of kids with the correct foundation.
10. My children will continue to attend a school which honors/obey and love God and that has good values.
- 11.
12. Provides an alternative schooling option for completing secondary schoolingAllows young people to remain in an environment where they are able to freely integrate, or be challenged on what a Christian worldview looks like as they enter higher level education and are faced with increasingly oppositional teachings.
13. Christian education
14. Another choice when looking at secondary schools in Ashburton, extending ACS will allow children to stay in a Christian environment through to University,
15. Then my son can stay in one school where he knows everybody
16. The continuation of Christian education for those families who prefer this for their children, and the provision for children who may not cope well academically or socially in a large secular college.
17. The morality values that ACS installs into the children needs to continue till the end of school days because we don't believe the public school system does this and it's reassuring to know that the teachers actually care about our children.
- 18.
19. It will be great for Ashburton to have another high school option available.
20. For continuity. We have a settled and happy child here.
- 21.
22. I love that our children can attend a school that lines up with the same core beliefs, morals and values that they are being taught at home, they are grown in their god given giftings, i also see many benefits to being able to stay at the same school rather than change for the final 3 years
23. Systematic education
- 24.
25. The long terms friends and Christian Input it so valuable. The kids will have the right discipline and standards to sustain them for the rest of their lives. It will give the opportunity to "cement" their beliefs.
26. It gives the Ashburton community more options of choice with regards to secondary school. I went to Ashburton College when I was younger and hated it and will not be sending my children there
27. Continued Christian Education, Smaller class sizes, greater opportunity to explore and express individuality, leadership responsibility to younger school students
28. Further Christian Education, Christian perspective rather than MoE perspective on gender which is increasing and extremely confusing

29. Christian based education to a higher level
30. Helping my children to foster a closer relationship with God. Possibly a better education due to small class numbers and more room for leadership opportunities. Having teachers as good role models due to their faith in God. Having a safe environment for my children to learn about the 'theory of evolution' rather than receiving it as fact. My children being able to continue with their already established friendships. Having an environment where our family's morals and values are upheld. Having a discipline system that matches our own. The deterrence of relationships 'boyfriend and girlfriend' until marriage as upheld in scripture. A school where parents can be involved and invited in to help rather than feeling they cannot go beyond the front gate.
31. Smaller classes and more family type atmosphere
32. There are hundreds of benefits! Continued Christian education, building on the solid foundation laid in previous years, security of self in crucial teen years, opportunity to lead in a Christian environment, opportunity to continue healthy teacher/student influence, space for students to grow into their God-given potential without the distraction of mainstream schooling, I could go on and on. For us the only options are ACS or home school but I believe that year 11-13 at ACS will see our children thrive
33. I won't be looking for a far away Christian School in Christchurch for my daughter to go to in Year 11 or 13.
- 34.
35. Our children will receive a Christian Education.
36. The Christian Education means God is in the classroom. Because Connor has Asperger's he will most likely be overwhelmed by the large number of pupils in a big school, he is developing really well in the environment he is in and we would like that continuity.
37. Christian based learning, smaller friendly school, zero tolerance for violence, drugs, bullying, sex, My older son went to Ash college and we had a VERY negative experience for all three years that he attended. He 'fell through the cracks' which would not happen at ACS.
38. Christian Education that continues to build on values that are being instilled at home, strong supportive environment in which the children are valued
39. Continuity of education, Providing another community high school option, Availability of Christian education. Increase of resources
40. Same and safe environment, same friends, continuing with great Christian values, no cost on extra uniforms, small amount of students will suit my child, principal and teachers are well known and very approachable,
41. Christian Education given by like-minded teachers led by an extremely devoted principal.

**Please list any concerns or issues that you believe need to be addressed.**

1. If the school is going to be bigger, I believe having youth workers would be a good idea.
- 2.
3. Possibly having a school counselor available for students as this is such a vulnerable age, school is sometimes their only place they feel they can express themselves. It would be beneficial also for parents to have an outline of subjects etc that can be studied at a higher level (years 11-13) so there can be more informed choice in this decision.
4. Having secondary trained teachers/specialist subject teachers.
5. No concerns
6. Bigger carpark maybe
- 7.
- 8.
9. Teaching Maori culture. It's wrong coz they pray to different gods. Don't like those pictures of the faces. Don't have a problem with teaching the kids about the language. Got a problem with Easter Bunny and Christmas that is promoted at school. No such things in the Bible. And if you would like to talk to me about this please let me know. Don't like it that some kids swear God's name at the Christian school.
- 10.
- 11.
12. How to provide access to the range of subjects available at most colleges, without being totally dependant on correspondence style courses. It is my experience that unless a young person is highly motivated then self-driven learning through distance learning type courses can be very difficult to stay on top of. Regular opportunities to interact with teachers competent in given subjects to be able to check understanding and progress is a very helpful thing. How students with sporting or arts gifts and talents can have suitable opportunity to express themselves in these areas.
13. University entrance for courses offered in Year 11-13

14. No concerns
15.
16. There needs to be the certainty that ACS can provide teachers for the "core" NCEA subjects (i.e. there are not too many subjects where the children would have to learn on-line). There needs to be strong support from Ashburton families for ACS to extend to Years 11 to 13 to ensure there is a reasonable number of students in these years. Also the students need to be well prepared for living and working in a secular environment when they leave school.
17. None
18.
19. Parking, pick up and drop off, resources, cultural opportunities for the senior pupils, senior leadership within the school to manage NCEA through to Level 3
20. No issues just excited to see it underway
21.
22. I do realise that there is a very big difference in many ways between a year 1 student and a year 13 student, i wouldn't say i am concerned about that but it will be interesting to see how that works together
23. Children need to have the opportunity to experience different educational environments
24.
25. One of our concerns are the % of non-Christian and "problem" children. Rules needs to be in place for language and what get shared at school, as school will be bigger and more exposed the rules and boundaries needs to in order and strict.
26. Will ACS be able to cover the variety of subjects that the College can provide?
27. I have. I concerns or issues that would stop me from my children attending Yr11-13
28. None
29.
30. That the children may possibly spend a lot of time on devices to receive their education rather than face to face with a teacher. That with small numbers kids that are advanced may not feel pushed to achieve their best. That the first kids may not be the 'pioneers' but maybe the ones to discover the problems in the system and may not experience a well organized high school.
31. None
32. I feel the need for student support is already arising and will grow as the role grows. A "24/7 youth mentor" would be a great investment for the future . With teenagers comes social issues obviously but I do beleive active mentoring wil help this very much . I also feel strongly that the senior school needs biblical life instruction in the form of small groups (separated by gender) and good quality visiting speakers
33.
34.
35.
36.
37. I am extremely concerned with the amount of violence and self harm that takes place at other schools on a daily basis and I am wanting my child to be safe, and cared for in an environment that reflects our core beliefs as a family. I am completely gutted that Riley ha to move on, we love ACS sand all the staff so much!
38. Being able to offer a range of subjects and having specialist teachers, ensuring that students are extended and reaching their full potential if there is no competition with smaller numbers
39. Resources, subject options and resources. Subject opportunities. Extracurricular activities such as Duke of Edinburgh awards. Numbers. and resources for Sports teams
40. A wide range of subjects, children be well prepared to gain credits for university
41.

## b) Students

### What are the strengths of ACS as a school?

1. Christian, so many people are kind
2. People are kind, the learning is better here
3. Christian School, lots of nice kids to make friends with
4. Fields and playgrounds, friends - people are kind
5. We are mostly Christians, we learn how to care for each other, have playtime
6. Fun, I like learning, I get to work in different rooms
7. The teachers help us learn new things, they make learning fun
8. Lots of people that I can play with, there are that take care of us (teachers)
9. We interact with each other well, we are Christians, we have good teachers
10. It's fun, there are a lot of good friends that you can make, the teachers are kind
11. I like the learning because you get to learn different things from what we learnt in Taiwan
12. The teachers are always there for you, it is a great school
13. We can learn a lot about God, the teachers treat us fairly
14. Following the rules, we pray to God, we work together and make new things
15. Everybody can feel included, we are told we can be different, it is a small school so we all get along
16. keeping everyone safe and knowing your what you can do and not do. also being a christian school and knowing who we are as a school.
17. maths, good people, love, and that its a small school and needs an 11 to 13
18. small, not much children, enough teachers, Mr K cares about everyone, no bullying
19. we have enough teachers for everyone and the teachers know us so good that they know if we have a problem. We also have lots of fun activities that other schools do not have. And we also have a science lab.
20. The teachers care about the students.
21. the school is small
22. we have wheels days we have jumps pet day climb tree we have walnut tree a science lab
23. teachers, science lab, i really want the school to go to year 13, Mr Kuipers should never quit
24. size , teachers cares about students, jumps, wheels day, pet day,good princable, no bullying, devotions, science lab for years 7&8
25. Size, teachers cares about students, teachers making learning fun, good principle, nice class rooms, meaningful devotions, no bullies, open students, a science lab for year 7 and 8.
26. I dont know
27. that we are a small school, that the teachers care, the activities that we do (pet day, Wheels day etc) the field, that we get to climb the walnut tree, the walnuts on the walnut tree, our own laptops, that there's not much bullying (that I'm aware) that we get to be Christians without being bullied
28. It is a christian school were christian kids can learn more about god before being put out into the non christian world were a lot of people think Christians are bad and will try to change their views
29. its a school where christian and some non christian kids can go to learn more about god and grow in their faith
30. one on one with the teachers, free to believe without being bullied, get more students, all teachers know nearly every single kid, leadership opportunities within school with having juniors and seniors,
31. all the privileges like wheels day,pet day and multi-cultural day
32. no bullying
33. nothing I would rather to be home school
34. Get to do options
35. ACS is a safe place were i fell at home and is a christian school. For me i like the size and that all the teachers know everyone. we have no bullying and can always give ideas and they are taken into bigger thought. we have trampolines weels day, bike jumps , a science lab, leadership opportunity . we have AMAZING TEACHERS like Mrs Gilbert, swimming sports , house colours i could go on and on at ACS i can be a christian freely ACS IS AWESOME
36. the fact that we get to have wheels day, leadership opportunity's and pet day is i think a good thing

37. everyone's nice! I feel comfortable in this school! We're aloud to bike around in school!
38. biking
39. making jumps for bikes
40. the people here a loving the teachers are very helpful
41. it helps kids learn about christianity from when they were young, and as you get older helps you with your faith for the future
42. Teaching students about God and all the unity.
43. the education, the people around you are all kind and welcoming,
44. The students are very kind and welcoming and have a good learning programme
45. A lot of thing that but it would take ages to type it all
46. preparing for further studies
47. preparing for further schools- emotionally, spiritually and academically, also generating good relationships

### c) Staff

What BENEFITS do you see in ACS extending to include Years 11-13?
Christian based education more widely available. Continuity of such education throughout entire school life (Yr 0 to 13)
Small numbers - providing care of individuals rather than group as well as leadership opportunities. Having a Biblical teaching view at a high school level that is local. Continuity of education. Aligning beliefs at school with beliefs at home
Giving parents and children the opportunity to continue with Christian Education for their secondary years. Not having to change schools halfway through secondary education.
We will be able to provide a Christian education for those pupils who still need it as a platform in their life to then go into life and succeed, being the best for God they can be.
A Christian Curriculum option that prepares students to think on deeper issues of adulthood, relationships and their place in the world
Give students an excellent Christian academic education
Another option for high school in Ashburton. Opportunities for further tuakana/teina relationships.
Having another high school in the Ashburton area, providing Christian education for our older students, supporting parents in their wants for Christian based education, further opportunities for serving in the community/learning within the community. More leadership opportunities.
For some children it is better to be in smaller environment where their individual needs can be better monitored and met. It gives parents a choice

What CONCERNS do you have with ACS extending provision to include Years 11-13?
Nil
The small numbers - will hinder the options and extension we will be able to offer, implementation - it will need to be extensively researched and plans put in place prior to starting as these are important years in a child's schooling, Students will need a real view of the world and what it will be like at university or in the work force
None
Behaviour issues - managing the huge range of ages. Ensuring that pupils have a high-school experience. E.g. apart from offering a Christian curriculum, why are pupils going to come to our school? How and can we offer the same learning and life experiences as a normal high-school?
The only concern I have is considering we are a small school how are we going to provide rich opportunities and challenges of the real world to our students?
None
older and younger students together on the same campus- there is a difference in size (this has already been addressed mostly with different lunch times). y11-13 at a christian school will be helpful for some students but not all- whether or not they do high-school here needs to be a case by case decision.
Year 9/10s loosing leadership within the school, older students having less opportunities with 'worldly' pairs / being sheltered. What percentage of non-christians would be within this age bracket. Whether open up to children who haven't been through ACS at this older level will change the school culture.
numbers being sufficient to ensure quality teaching and learning practices can happen. Social interaction/sporting opportunities

Do you have any other questions or comments you would like to make regarding the possible Year 11-13 programme?

A Christian programme for Years 11-13 will not suit everyone in our Christian community, however, if done well giving parents the option to make that choice is important

It is an exciting prospect. One which would bring a lot to the community. In a world that is full of false truths, I believe it is important that a Christian message is being actively taught. We're teaching the next generations to carry God's word!

No

Will students be able to enter trade colleges or university with year 13 qualifications?

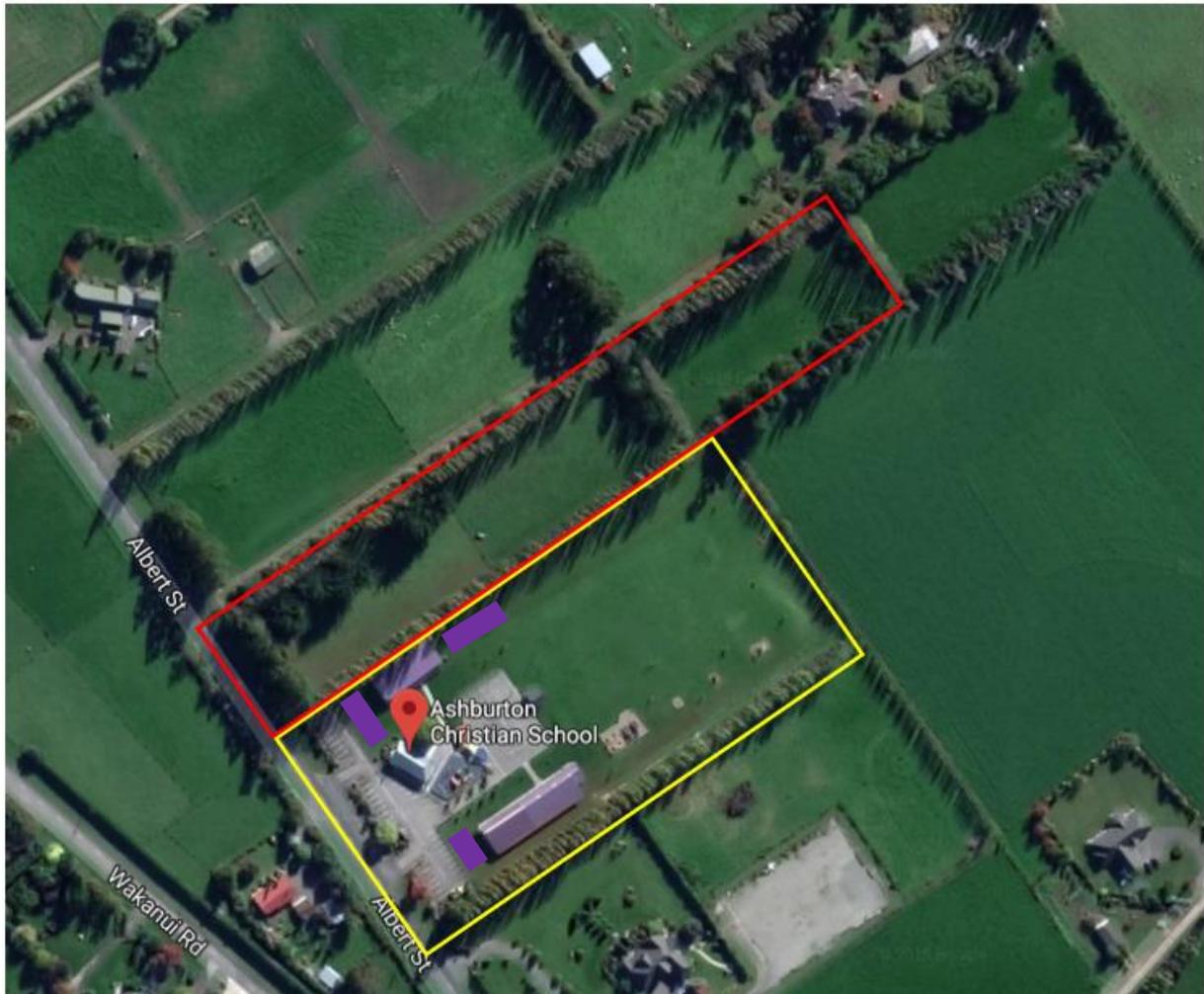
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I like the option programme that is running in Y 9-10 and could see that working well in senior school, however for those less able students think an alternative, teacher based option may be beneficial too. Will it be possible to have interaction with other schools for our senior students?

## Appendix 8: Site Plans: Current and New

**Yellow** : Existing land approximate 2HA, with 11 classrooms. Note additional blocks since photo was taken are included. Three classes are available now for High School use. Two further classrooms are owned by the proprietors but are currently being stored off site.

**Red** : Recently purchased land, approximately 1.2HA, for future High School expansion and purpose-built facilities. Two separate titles with road access and facilities to the gate and also at the end of the driveway



## Appendix 9: SPG Calculation



### School Property Guide for #608 - Ashburton Christian School

<b>Type</b>	Composite (Y1-15)	<b>Authority Type</b>	State Integrated
<b>Status</b>	Open	<b>Opened</b>	02 February 2009

#### July 2018 School Roll

Year	Actual			Forecast	
	Non MI	MI	Total	MI	Total
0-1	11	0	11	0	25
2	16	0	16	0	25
3	14	0	14	0	25
4	13	0	13	0	27
5	5	0	5	0	27
6	11	0	11	0	27
7	15	0	15	0	28
8	17	0	17	0	28
9	13	0	13	0	28
10	8	0	8	0	28
11	0	0	0	0	25
12	0	0	0	0	22
13+	0	0	0	0	20

	Actual	Forecast
<b>Total School Roll</b>	<b>123</b>	<b>335</b>
ORS High	1	1
ORS Very High	0	0
Outside Technology	0	0
Out Of Zone	0	-

#### School Area

	Actual	Entitled	Forecast
Classroom T/S (excl gym)	7	8	20
Classroom Area	542	569	1,531
Gymnasium Area	0	83	287
Library Area	33	65	131
Administration Area	117	150	297
Resource Area	53	143	307
Hall / Multi-purpose Area	62	110	233
Other Area	0	-	-
Legitimate Area	0	-	-
<b>Total MOE Net Area</b>	<b>806</b>	<b>1,120</b>	<b>2,786</b>
Circulation / Toilet Area	270	-	-
<b>Total MOE Gross Area</b>	<b>1,076</b>	<b>1,456</b>	<b>3,622</b>

#### Actual School Area Surplus / Deficit

	Actual	Entitled	+/-
Classroom T/S	7	8	(1)
<b>Net Area</b>	<b>806</b>	<b>1,120</b>	<b>(314)</b>
Gross Area	1,076	1,456	(380)

#### Forecast School Area Surplus / Deficit

	Actual	Entitled	+/-
Classroom T/S	7	20	(13)
<b>Net Area</b>	<b>806</b>	<b>2,786</b>	<b>(1,980)</b>
Gross Area	1,076	3,622	(2,546)

21-Mar-2019 14:51:29