

2024 Self Attestation Report



*Pastoral Care of Tertiary & International Learners
Code of Practice*



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Contact Officer

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Introduction

Ardmore Flying School (**AFS**) continues to have a strong emphasis on upholding our pastoral care responsibilities to ensure our Learners are succeeding academically in a safe, healthy and supportive environment. We strive towards continuous improvement as we view the Education (Pastoral Care of Tertiary and International Learners) Code of Practice **2021** as a journey to enhance the holistic well-being of our learners. Our Attestation Report provides evidence of both work completed, work being undertaken on matters already identified as important and future directions.

AFS already has in place: -

- learner support services via our “Learner Hub”;
- a Learner Support Representative
- a behavioural psychologist to assist in addressing some of the more challenging Learner issues
- a Drug and Alcohol testing programme conducted three times annually for both staff and Learners

Continuous improvement and feedback from our Learners and staff via surveys, fortnightly staff meetings and monthly townhall meetings are the fundamental building blocks of the business. All managers operate an open-door policy. Our recent improvements have included implementing a new Attendance monitoring system and we continue to encourage dialogue with Learners and staff. Our website is constantly updated with significant rule changes highlighted eg changes to Fees Free policy etc.

“Townhall” meetings are held monthly with key note speakers. Regular one-off specific communications, a monthly newsletter and surveys on the “climate” of the organisation are undertaken. No significant shifts in the way the organization operates are undertaken without the right for learners and staff to comment. At our monthly Townhall meetings, we provide updates to the Learner group, invite questions, and celebrate achievements over the past month and enjoy a shared lunch together. More recently we have purchased a pool/table tennis table – this is one of our key safety devices as Learners/staff share experiences. We also run sporting competitions which builds engagement between the various cohorts of Learners.

As a response to a learner initiative a Learner Council was appointed to work alongside our Learner Support Representative. An Event Planner has been created in 2024, which includes multicultural celebrations on key dates i.e. Matariki, celebration of language weeks

Front facing support areas at Ardmore Flying School include:

Learner Support and Wellbeing:

- Instructors
- Learner Representative/Learner Council
- Learner Accommodation Services
- LENZ (International Learner support)
- Learner Hub
- Finance Manager
- Behavioural Psychologist

Operations Team:

- General Manager
- Safety and Operations Manager
- Chief Flying Instructor/Head of Training
- Deputy Chief Flying Instructors x 2

Auckland Pilot Training Group (APTG)

The Auckland Pilot Training Group (APTG) was formed in early 2024 giving aspiring aviators a pathway into this global industry, and for the first time gives the Auckland region a pilot training offering in line with the needs of its population.

APTG is a partnership between Ardmore Flying School and Auckland International Pilot Academy. New Zealand's biggest flying school has 30 aircraft, 40 experienced Instructors, 4 simulators and operates from two airport campuses within 30 minutes of the Auckland CBD: Ardmore (near Papakura) and North Shore (near Silverdale).

Our systems for managing safety and well-being are intelligence led and risk based

— this is a requirement of being a certificated training organisation in the aviation environment. By way of example operationally our SMART system is capable of detecting which learners cancel their flying training recently. Instead of bringing in cancellation penalties on learners in isolation we determined to first do a root cause analysis of why learners were cancelling. The top 10 learners cancelling flights were identified and individually invited for an interview. Interestingly 3 of the learners expressed well-being concerns as disrupting training. These learners sought help from our behavioural psychologist. Two learners identified non-support at home from parents and care givers – these parents and care givers were spoken to and issues resolved; 2 were identified as having temporary health challenges and were in the process of resolution and 3 were simply being “brats” and acknowledged that. Not only did we identify sound parameters around the development of our cancellation policy but the majority of learners are back training and fully engaged again. Those who are not now know they can and should communicate with our Learner hub team and work collaboratively with us.

Demographic Profile of The Ardmore Learner Community

AFS has over 140 full time Learners in attendance, 37% of which are international Learners from very diverse nationalities, including for example India, Tonga, Papua New Guinea, Vietnam, China, Japan, Indonesia. We practice diversity and inclusions – this is one of our key values. We are very aware that for Learners English is their second language however English is the language of aviation and accordingly a high level of proficiency is required. To that end we have formed a partnership with the one of the largest English Language Schools in the world who now have an Auckland office. This school runs a programme specifically for aviators and those who come from foreign jurisdictions.

AFS entered into a Memorandum of Understanding with Papakura Marae Society Inc. in 2023; the intent of which is to mutually advance the training of the peoples of Auckland, including the Manua Whenua. In 2024 we also entered into an agreement with Rise Coaching and Consultancy Ltd. This agreement facilitates a Trauma Informed Coach and Consultant to provide counselling and support as required to both Learners and staff.

Ardmore has trained over 22,500 professional pilots who operate successfully around the globe.

Since our establishment in 1961, we have come to understand intensively the pressures young people feel living away from home. We offer accommodation and transport for International and out of Auckland Learners, a Learner café with healthy food options at cost prices, and regular events both on and offsite. We also introduced a coffee machine in 2023 dispensing free hot drinks, including soup to Learners.

Gap Analysis Process Summary

A Project Team was formed in 2023 to assess compliance and identify gaps against the Code.

The Team met with the General Manager, Safety Manager, Learner Representative and Learners to collect feedback and analyse each Clause of the Code. Identified gaps were classified as follows:

Content: Website required updating and new website is to be launched in late 2023. *(Update: new website was launched in December 2023).*

Documentation (Learner Handbook): Current Learner Handbook is being updated with a more detailed section specifically targeted at International Learners. *(Update: newly formatted Handbook was launched in early 2024 with improved, updated content).*

Ground Training: A requirement to develop a training manual was identified for Learner facing ground roles. *(Update: most processes in the Enrolment/Learner Hub area have been documented).*

Communication Process: It was identified that communication between Administration staff and Instructors could be improved. This has been partially rectified by a monthly Administration/Instructor meeting being implemented. *(Update: regular joint meetings have continued throughout 2024).*

Te Tiriti o Waitangi Principles: It was identified that to assist with building the cultural capability of staff and Learners, we needed to incorporate the importance of inclusion and cultural diversity into our Mission and Vision statements. *(Update: we rewrote these statements in 2024, and included as below in the forefront of our Learner Handbook):*

“OUR VALUES

Our mission and vision are driven by our **VALUES**:

Strength through cultural diversity and inclusion:

We value equity, inclusion and dignity for all. We strive for excellence and recognise that differences make us stronger. We respect and seek out inclusion of differences, realising we can learn from them.

Professionalism:

We demonstrate daily our commitment to being responsible and dependable, honest and ethical and demonstrate our willingness to learn in advancing our skills.

Safety:

We do the right thing to keep each other safe. Our “Just Culture” is at the heart of our safety practices.

Respect:

We promote an environment where you can be yourself and understand everyone is contributing their best.”

The Project Team summarised and created a Gap Analysis report which is now being addressed. Steps have been taken (and continue to be taken) to minimize gaps and increase efficiencies in all identified areas.

A summary of key improvements in line with the Pastoral Code is detailed below:

Learner Voice:

Our Learner voice is engaged through several channels. This includes regular Townhall meetings, sporting events, cultural days, appointment of a Learner Representative and Learner Council and regular newsletters and Learner/Staff surveys. Our General Manager continues to have an open-door policy.

AFS Instructors and Management personnel work hard to ensure that all Learners' voices are heard and this ensures a safe environment for all our Learners, both domestic and international.

Following Learner survey feedback re support and facilities at the school, a planning tool called Aeroplanned was launched in late 2023 to give Learners a more transparent view of their timeline and progression in achieving their qualification. Planning is also underway to provide for more classroom/briefing space.

In May 2024, **AFS** held its inaugural Graduation Ceremony at Doubletree Hilton, Karaka attended by over 120 Learners (ex and current), staff, and industry representatives. At this ceremony, we celebrated achievements of graduates from 2021 – 2023. Another Graduation Ceremony is planned for April 2024.

An operational restructure is in the process of being implemented. This structure builds on Aeroplanned, our key operational planning tool with the intension giving learners and instructors full transparency over their progress in the flying phase of the programme. The structure intensifies the supervision of learners, provides mentoring and peer support; identification learners who are struggling with their programme and pairing them with Instructors who have the knowledge and competency to remedy the identify issues.

Accommodation:

To ensure that our accommodation partners meet our high standards, we conduct regular checks and assessments at our accommodation facilities. These checks are an integral part of our commitment to providing a safe, nurturing, and supportive environment for our Learners.

Through these ongoing inspections, we ensure that our accommodation facilities continue to meet and exceed the standards of pastoral care that we have set. This proactive approach helps us to address any potential issues promptly, making certain that our Learners' well-being remains a top priority throughout their time at AFS.

All our accommodation facilities at **AFS** are strategically located within a convenient 5–10 minute drive from the campus. We understand the importance of easy access to educational resources and the comfort of being close to the training centre.

In addition to our proximity, we take the extra step to provide transportation services to and from our campus, making it even easier for our Learners to access their training facilities. Our commitment to our Learners' education and well-being extends to making their daily commute hassle-free and efficient.

AFS takes pride in offering modern and comfortable housing for our Learners. As part of our ongoing commitment to providing the best living experience, we are in the process of upgrading our accommodation facilities to ensure that no house is older than 5 years, which means that Learners can enjoy the benefits of fresh, contemporary, and well-maintained housing during their time with us. We believe that a modern and comfortable living environment is essential for well-being and success, and we are dedicated to making this a reality for all our Learners.

In late 2023 a strategic decision was made to modernize and upgrade the majority of properties we lease to ensure full compliance with the new Rental Property codes. Concurrently we also decided to relocate to a safer location and rent a group of 10 properties together to develop an increased awareness of community. Our accommodation brochure is currently undergoing an extensive update to better reflect our current offering.

We take into consideration information received from prospective residents to ensure they are accommodated where they will be best supported. We endeavour to accommodate Learners with others of similar cultural, ethnic or religious backgrounds and also appropriate for their age and individual needs.

Learners are fully aware that they can take any complaint to our Accommodation Manager or General Manager. Any complaints received that warrant intervention are dealt with sensitively to ensure all parties are settled and satisfied at the end of the process.

International Learners:

AFS actively involves international Learners in our community by hosting regular functions and cultural events. These gatherings provide a platform for Learners from diverse backgrounds to connect, share their cultures, and build lasting friendships, creating an inclusive and global learning environment.

In addition to our cultural events, our International Learner Manager regularly checks in with our international Learners to ensure their well-being and provide support when needed. Learner welfare is a top priority at Ardmore Flying School.

We also foster a sense of belonging by pairing international Learners with others from the same culture. This peer support system ensures Learners have a familiar connection while studying at Ardmore Flying School. In addition to this we have updated our Learner Handbook to include a more detailed section specifically for our international Learners.

Our outsourced International department continues to be involved in matters impacting International Learners and provides additional support. Families of Learners visiting New Zealand are also accommodated in our houses where there is a vacancy. In the instance of one family this was very material in the success of the International Learner. The support provided is “turn key” and involves every touch point with the New Zealand education and immigration systems; meet and greet plus pastoral care including regularly discussions around performance.

Goals & Plans:

As part of our ongoing development, we have set ambitious goals to construct on-campus accommodation within the next 5 years. This exciting initiative will enhance the convenience and accessibility of housing for our Learners at **AFS**.

There are many reasons why this improvement will ensure better implementation and alignment to the Code.

Academic Success and Support

When Learners live on campus, long commutes are eliminated so Learners are not just closer to their classes — they're immersed in an environment that fosters rich academic experience and growth. On-campus residents often have better access to study groups, tutoring services, and academic resources. This proximity can lead to improved grades.

Reduced Commute Times

One of the most obvious yet impactful benefits of on campus living is the short distance to campus facilities. This proximity isn't just about convenience but also quality of life and time management.

A Learner who lives off-campus might spend an hour or more each day commuting. That's time they could have used to study, participate in campus activities, or simply relax and recharge.

By offering on-campus housing options, we'll be giving Learners the gift of time — a precious commodity in the busy life of a Learner. Plus, with everything within walking distance of campus location, Learners won't need to worry about parking hassles or transportation costs.

Community and Social Connections

On-campus living provides a unique opportunity for Learners to build lasting friendships and develop crucial social skills, aiding in personal growth and social development.

These connections can help combat feelings of loneliness and isolation, which are common challenges for international Learners. This sense of belonging can also significantly improve Learner satisfaction and retention rates.

Secure Living Environment

Safety is a top priority for both Learners and parents and on-campus housing often provides a more secure living environment than off-campus alternatives.

This level of security can provide peace of mind for Learners and their families. It also allows Learners to focus on their studies and college experience without worrying about safety.

Enhanced Academic Engagement

Living on campus can significantly boost Learner engagement. When Learners are surrounded by their peers and have easy access to academic resources, they're more likely to immerse themselves in their studies.

Sustainability

Efficiently designed on-campus accommodation can be more environmentally sustainable, reducing the carbon footprint associated with daily commuting.

Summary of future direction and ongoing code management within AFS

AFS will continue to utilise its project team to support the ongoing management of the Code. The project team will meet quarterly with the General Manager, Learner Representative, Head of Training, Programme Manager and Safety & Operations Manager. The project team will also ensure that the development of a training manual for each Learner facing role is completed in 2024.

For 2025 we have the following additional matters built into our business plan:

- Implementation of the Learner Success Plan - this plan has been approval by TEC and is the key tool we report to the AFS Board issues associated with learners
- A project team focused on completion rates. A concern is to ensure learners complete on time – while this is challenging due to weather disruption and engineering requirements our planning tool – Aeroplanned will be capturing more data to address performance issues
- Building redevelopment – improved enhanced facilities at school plus on-site accommodation
- Introduction of an Instructor council where staff can raise issues – this is in addition to the structural supervisory changes

- Learner Council organised, school sponsored excursions to various NZ locations for foreign Learners eg Rotorua, Northland to improve their proficiency and understanding of the culture and values of New Zealand
- Increased use of behavioural psychology to assist Instructors in their training of challenging learners whether it be learning style; cultural differences pertaining to the command control safety environment and learning styles of neuro diverse Learners
- Removing the financial stress on learners by increasing equitable nondiscriminatory Learner loan funding
- Filling the gap between the present course programme and job readiness – this requires a collaborative inter agency approach.