

2025 Self Attestation Report



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



Contact Officer	2
Introduction	2
Auckland Pilot Training Group	2
Demographic Profile Of The Ardmore Learner Community	3
Gap Analysis Process Summary	4
Content:.....	4
Documentation (Learner Handbook):	4
Ground Training:	4
Communication Process:	4
Learner Voice:	5
Accommodation:.....	5
International Learners:	6
Goals & Plans:	6
Summary of future direction and ongoing code management within AFS:	7

Contact Officer

Contact Officer	Irene King
Position	Chief Executive Officer
Telephone	64 21 936 838
Email	irene.king@ardmore.co.nz

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 and 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 on staff 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.

Student “Townhall” meetings are held monthly with keynote speakers and safety briefings. 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 new 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 Representatives. An Event Planner has been in place since 2024, including multicultural celebrations on key dates i.e. Matariki and 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:

- Chief Executive Officer
- Safety 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 can monitor completed flights and flight cancellations. Instead of bringing in cancellation penalties on learners in isolation, we determined to first do a root cause analysis of why learners were cancelling. Our Aeroplanned system, launched in 2023, as proven to be a largely beneficial planning tool, effectively monitoring and providing updates on learner progress.

In early 2025, we also updated our Enrolment system to a new system, SELMA. The new system is working extremely well, and we plan on utilizing it as a communications tool in the future.

Demographic Profile of The Ardmore Learner Community

AFS has over 190 full time Learners in attendance, currently over 50% of which are international Learners from very diverse nationalities, including for example India, Tonga, Papua New Guinea, Vietnam, China, Japan and Indonesia. We practice diversity and inclusion – this is one of our key values. We are very aware that for our 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 an English Language School in Auckland. This school runs a programme specifically for aviators and those who come from foreign jurisdictions. We are also planning on reinstating our own ESOL (English as a Second Language) course in 2026.

AFS entered a Memorandum of Understanding with Papakura Marae Society Inc. in 2023; the intent of which was 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 providing counselling and support as required for both Learners and staff. This has worked so well, that we now have our own Wellbeing Co-ordinator on 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, and we provide free breakfast.

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 Chief Executive Officer, 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 was updated with a more detailed section specifically targeted at International Learners. ***(Update: Our Learner Handbook is continually updated and is provided to all new students on Induction day).***

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). We are now exploring using a company intranet for all process documentation.***

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 2024/2025).***

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 efficiency 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, appointments of a Learner Representative and Learner Council, regular newsletters and Learner/Staff surveys. Our Chief Executive Officer 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, Aeroplanned, a planning tool, 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. We now hold an annual Graduation Ceremony in May of each year.

An operational restructure has recently been implemented. This structure builds on Aeroplanned, our key operational planning tool with the intention of 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; identifies learners who are struggling with their programme and pairs them with Instructors who have the knowledge and competency to remedy the identified issues.

We are planning a renovation of our school, to be completed in September 26. This will allow for extra classroom space, and a large kitchen facility for our learners.

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-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 have upgraded 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 all our leased properties to ensure full compliance with the new Rental Property codes. Concurrently we also decided to relocate to a safer location

and now rent a group of 15 properties together to develop an increased awareness of community. Our accommodation brochure has been updated to better reflect our current offering.

We have two members of Ardmore staff living on site, to provide after-hours' assistance when required.

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 appropriate for their age and individual needs.

Learners are fully aware that they can take any complaint to our Accommodation Manager or Chief Executive Officer. 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 "turnkey" 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 Chief Executive Officer, Learner Representative, Head of Training, Programme Manager and Safety Manager.

For 2026 we have the following additional matters built into our business plan:

- Implementation of the Learner Success Plan - this plan has been approved by TEC and is the key tool we report to the AFS Board issues associated with learners
- Individual teams focusing 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 learner facilities at school
- 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.