

Principal's Message



We find ourselves continually impressed with the progress students are making within the Junior Graduating College. This is highlighted by the high graduation rate we have had at the end of Year 10. Over 90% of students graduate and go into Year 11 well prepared and with the skills to be successful in national qualifications.

This success is something we want to build upon in Year 11. To do this we need to create an environment where students are given the

best opportunities to be successful. But there is a problem! Until now there have been many new students enrolled into Year 11 from other schools that have bypassed the development of key learning skills that should have been acquired in Years 9 and 10. The deficit these students exhibit has serious repercussions for their learning and the learning of other students from Hagley's Junior College, who have earned their place in Year 11 through gaining their Junior College graduation.

We want to change this for 2010. We want all our students entering the college at Year 11 to be at the correct learning level with sufficient skills to be successful.

Effective this year, all students will be required to provide evidence that they have sufficient core skills to be able to successfully engage in Year 11. These characteristics will be the same as the ones junior students and parents sign as the 'Learning Contract for the Junior Graduating College.

The appropriate skills we are seeking evidence for is around attendance, timeliness, respect, work completion and the ability to positively participate in a school setting. Without these core skills students do not have the ability to successfully engage in Year 11. The College will also shorten the enrolment period for Year 11 with the majority of enrolments taking place in Term Four. If students do not have the necessary skills to enter Year 11 they will be given the opportunity to study at their correct learning level in Year 10 if places are available.

We strongly believe that by establishing best work practices at this time gives our students an equal opportunity to gain the level of education required for whatever career option they may choose in the future.

The Junior Graduating College has been a great success story and we would like to duplicate these successes for our students studying in Year 11. We are excited by their future developments for our Year 11 students.

Brent Ingram
Principal

NCEA Student Achievement Results

NCEA results published: "a useless bit of reporting"

A recent letter to the editor described *The Press* article comparing schools' NCEA results as "a useless bit of reporting." Like the *Press* correspondent and several other schools, we are dissatisfied at how media reporting of NCEA results does not give an accurate or full picture of our students' achievement.

What these results do not show: Hagley's strong achievement patterns

Hagley's strong achievement patterns are not reflected in the method of reporting used in *The Press*, nor under the NZQA website 'participation based' selection promoted by NZQA as allowing valid comparisons to supposedly be made between schools. While this may suit conventionally structured high schools, in Hagley's case much significant data was omitted. The percentages published did not include 98 Year 14 Hagley students who gained a Level 1, 2 or 3 NCEA Certificate in 2008. Nor did they show the achievement of Hagley's 524 part time students, many of whom are highly successful in achieving their qualifications goals which include gaining an NCEA Certificate.

What are these percentages published in *The Press* based on?

The percentages are based on the results that a student has already achieved in previous years, combined with their entries for the current year, which could - in theory - lead to a student gaining the 80 credits required to achieve an NCEA Certificate. Because we want to maximise students' access and opportunities in qualifications at Hagley, we have very large numbers of students who are entered for 80 or more credits at each level which of course adversely affects our percentages.

Five major data points not reflected in the results published in *The Press* that show significant growth in student achievement at Hagley:

- In 2005, 50 Hagley students gained NCEA Level 3. In 2008, 93 students achieved this goal, an increase of 86% based on a similar sized roll. The NZQA data published in percentage form in *The Press* omitted 35 of these students because they were not classified as being in their thirteenth year at school, yet both groups of students were sitting alongside each other in the same Year 13 classes in 2008.
- In 2005, 87 students gained NCEA Level 2. In 2008, 156 students achieved this goal, an increase of 79%. Again, 43 results were not included for the same reason in NZQA data published in *The Press*.
- Hagley's leaver attainment data is well above national figures. Ministry of Education leaver attainment is the highest

qualification a student has gained when she or he leaves school. In 2007, 41.3% of all our leavers attained the highest qualification level [NCEA Level 3 and above], which is well above the national mean of 31.8%. 2008 figures will be released later this year and based on our 2008 results, we are confident that this percentage will increase.

- As a decile 5 school, our MOE results for leaver attainment are very strong. The national mean of leavers gaining Level 3 NCEA or above for decile 5 schools is 24.8%. At 41.3%, Hagley is approaching double this percentage and is performing at a comparable level to decile 8 schools [41.3%].
- Hagley has a highly qualified school population. Unlike conventional high schools where students complete their level 3 qualifications then leave, Hagley's students return to build further qualifications. In 2008, this process resulted in 200 students with NCEA Level 3 or higher being part of the school population, yet this accumulated data is officially unacknowledged. Why narrow things down to report on a confined segment of a school population as is the current practice? Surely everyone would be better informed if there was full reporting of student achievement rather than a selective portion.

Our approach

Teachers at Hagley integrate a wide range of standards into their programmes to provide flexible assessment pathways and opportunities for all students within their classes. This means that students within each senior class are all entered for a wide range of standards in each subject they take and are therefore potential NCEA Certificate candidates. However, while students may have been entered for many standards, our personalised approaches to learning and assessment mean they will only be assessed for selected standards when they are ready.

Personalising learning and assessment

From the range of standards a class is entered for in each subject, teachers then select the standards to suit each student's progress in their learning. NZQA allow us to withdraw entries, but the latest date we are able to do this is in September for internally assessed standards and in August for externals. We have looked closely at this option, but with about a third of the academic year still to run at the time when withdrawals must be made, we feel that this would deny students potential opportunities for success in qualifications. Many students make considerable progress in their learning late in the year to the extent that they are then ready for assessment. To have withdrawn students' entries for several standards part way through the year would be placing school statistics ahead of the interests of our students' learning and achievement. We are simply not prepared to do this.

The result of our approach is that entries for all standards remain 'live' and are used to compile percentages, even though no assessment has occurred and no results have been submitted in many cases. Quite rightly, each student's Record of Learning shows only the standards they have successfully achieved. School statistics however are not aligned with this NCEA philosophy. It would be fair that standards were withdrawn from the statistics where no results are reported, which would lead to an accurate picture of achievement as it would only include students who could accurately be described as NCEA Certificate candidates.

Hagley's approach is aligned with NCEA philosophy

We could easily manipulate our results. We could restrict each student's entries to a much narrower range of standards, limiting students to only those standards where the school felt they will gain success and then offering a very narrow programme by teaching just to those standards. We are not willing to compromise our inclusive and open approach to learning and to providing wide opportunities for all students to gain qualifications in order to influence the unsatisfactory way in which NCEA data is currently reported.

NZQA and the Ministry of Education promote NCEA as an assessment system which recognises student achievement and provides flexible pathways for learners of all ages to achieve success. This philosophy is central to Hagley's core business. We find it immensely frustrating that the narrow reporting of NCEA results is completely at odds with this philosophy. Such reporting creates so much concern and frustration for us. It continues to undermine the work we do, but this is not new. Hagley will continue to offer students of all ages a wide range of learning and assessment opportunities.



Our Three New Key Appointments

We recently interviewed three of our new key appointments to find out more about their new roles and what experience they bring to the College.



We offer a warm welcome to **Heather Clark** as she joins Hagley as Director of Learning Communities. This exciting new initiative addresses the College's commitment to building learning capacity and opportunities across Hagley's broad based communities. 'Learning Communities' falls into three main categories: Families, Supported Communities, and Adult Learning. Each of these areas brings its own needs, special understandings and requirements.

Heather's Background

Heather's diverse background lends itself perfectly to the skill set required to lead such an initiative. Drawing on a number of strengths that come with having run businesses, involvement within the disability sector and her seven years at CPIT where she was initially employed to work with a Youth Art programme and went on to co-ordinate Adult and Community Education throughout the institution. Heather is also a member of the national governance body for the Adult and Community Education Sector, and is currently studying towards a Diploma in Adult Education.



Marie Stribling is the new Head of English. Marie places a high priority on professional development within the department. The focus of the 2009 PD programme is on the metacognitive aspects of information literacy, following on from the development of resources in this area in December 2008.

In her new position, Marie continues in her leadership role in the 'Effective Teaching, Effective Learning' programme within English, aimed at developing teacher effectiveness so that teachers can improve how students learn. Marie has also led professional development for staff across Hagley focused on implementing the NZ Curriculum and in particular on developing information literacy skills. In 2008, her leadership in information literacy has also been acknowledged within the College as well as nationally. In addition to her professional mentoring of many subject departments at Hagley in developing IL skills, Marie's input has been influential in the NCEA curriculum alignment process and the inclusion of information literacy as a standard in the new English NCEA matrix. In 2009, Marie has been selected as part of a small national group to develop assessment resources and exemplar materials for the new NCEA standards.

Marie's Background

As well as being a highly experienced English teacher, Marie has been teacher in charge of the library and information literacy at Hagley for ten years. She was responsible for directing the development of the new library when it was established in the Student Centre in 2002 and has ensured that it has maintained a high profile in the College. The vibrant library environment and its popularity with students is in many respects due to Marie's input.

In addition to fulfilling major roles within the English department including Assistant HOD in 2006, Marie has been the English Adviser in this region in 2007. She is also a marking panel leader for NCEA external standards.



Mike Fowler has been appointed Deputy Principal alongside Chris Doyle and Ros Jackson. Together with the Principal the three Deputies make up the Principal's Team. Each senior manager has specific roles and responsibilities and Mike's role is to help develop best practice approaches at Hagley in curriculum and assessment under the 'Learning Futures' portfolio, a development that comes at a time of major change in the New Zealand Curriculum and the National Qualifications Framework.

Mike regards Hagley as a place with huge advantages over many conventional high schools. "We're lucky that our innovative culture is so strong. Our core business is designing programmes that treat learning and assessment in an integrated way in order to benefit student achievement. This means that we can emphasise personalised and differentiated approaches where student learning and readiness for assessment, rather than a set of deadlines, drive the process. We don't use a 'one size fits all' approach where everyone must jump through the same hoop at the same time."

Mike works with teachers across the College focusing on developing their skills as competent assessors, as well as encouraging staff to make informed decisions about assessment options, course design and managing assessment. Mike's job involves maintaining an awareness of current issues and developments in curriculum and assessment and making sure that we respond appropriately to opportunities and challenges.

Mike's Background

Mike has been Head of English at Hagley since 1995. He's been teaching for over 30 years and has taught in several Christchurch schools as well as a year in Britain. As developer of the English Achievement Objectives, Mike has a significant involvement in the new curriculum. In assessment, Mike is the lead writer for the new NCEA English standards. He was the National Moderator in English until 2007.

The Hagley Theatre Company Enjoys Hollywood Success!

The **Hagley Theatre Company** is enjoying Hollywood success as former Hagley Community College pupil **Tania Nolan** stars in the blockbuster film *Underworld: Rise of the Lycans*. Tania has appeared as Angelina in TV2's *Go Girls*, Dennee Amnell in *Disney/ABC's Legend of the Seeker* and an ad for Nintendo wii.

Tania recently talked to the *High Country Herald* where she discussed her educational background. She mentioned how she missed her first interview for the **Hagley Theatre Company** because she was too nervous, until one day while selling shoes a customer came in and mentioned they were studying at the **Hagley Theatre Company** and insisted she should audition. **Tania** did just that and with her "sweaty palms and heart racing," as she put it. She dialled the number and grovelled to **Hagley Theatre Company Director Cameron Mattox**. She said how she experienced a kind of happiness that day that she hadn't felt in some time. I wonder if Cameron now feels the same way?

Congratulations to our Cross Country Winners



Winners:

(Back Left to Right) Hem Gelal, Abdul Hussan.
(Front Left to Right) Haimen Perwaisy, Sarah Blair (new record), Mikayla Gilmore and Rebekah Hammond.

www.hagley.school.nz Check out our website!

It's your online Hagley resource to keep up-to-date with:



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Refugee Programmes

Twenty four women and girls were awarded their Practical First Aid certificates by the Red Cross. Students learnt how to cope with a variety of emergency situations including burns, poisons, heart attacks, epilepsy, shock and associated symptoms. With the help of some brilliant demonstration and translation the procedures to follow for treatment became very clear to all. The participants learned to save lives on resuscitation dummies and earned NCEA unit standards at Level One and Level Two. We are proud of all of the girls and women, however a special mention for the first aiders from the Bhutanese, Lohshampa, Nepali communities as this is their first NZ based qualification. Many thanks to the Red Cross.

Rigat Negassi	Seema Mohammad	Shakila Hakeemi
Fatemeh Rajabi	Amal Idris	Jamila Kawa
Indira Bhandari	Zakia Nazari	Khadija Axmed Afrax
Perveen Khudadad	Raazia Hussaini	Mariam Sarawi
Bhim Subba	Hamida Noori	Nasrin Shalizi
Renuka Chewan	Sita Gelal	Shamsia Zahedi
Najah Mohamed	Santa Maya Adhikari	Zahra Hussaini
Mohadbad Khasrani	Ran Maya Subba	

Hagley Community College Library

'Parental involvement in a child's schooling for a child between the ages of 7 and 17 is a more powerful force than family background, size of family and level of parental education'.

This conclusion was drawn from research commissioned by the British Government, examining the impact of parental involvement on children's education. At Hagley Community College we have a wonderful resource that allows parents and caregivers to become more involved in their child's education. This is the school library, situated next to the café, on Hagley Avenue. This library is open Monday – Thursday from 8:30am until 8pm and Friday until 4:00pm. It is staffed by the head librarian, Liz Jones, and she is ably assisted by Melinda Williams and Desna Wallace. This library is a resource that should be used by all students, in all subjects, at all subject levels, and parents are more than welcome to come into the library to work with their children, in an environment which has everything a student needs to complete his/her homework successfully.

The library is working hard to promote parental partnerships with student learning. Wide reading, an important part of the English programme provides a great opportunity for parents to support students.

The beauty of this assignment is that it can be completed at home and is a wonderful wide reading opportunity for parents to become involved in their children's learning. This assignment is the step following reading to your child, and listening to your child read their school books out loud in their earlier years.

The school library is the place where parents and students can come to track down texts – and ask the librarians for help in fulfilling the criteria – as all the librarians are familiar with the assignments and can help students choose texts that not only

interest them, but will also match the requirements, so students can succeed in this assignment. Parents can come into the library with students, or contact librarians to help them choose texts that students are interested in. Parents can talk to their children about the texts, helping students to think about the written responses they will create. Parents might even want to read some of the texts themselves. We have a great selection of fiction and non-fiction books.

As well as fiction and non-fiction books the library offers the following services to all students...

- Reference collection – not available to borrow
- Easy Reader Books
- Picture Books
- Graphic Novels
- Books for ESOL readers
- Information File
- Magazines
- Daily Newspaper
- Access to filtered Internet
- Email
- Access to a huge range of databases
- Index New Zealand database
- Photocopying
- Click View
- Librarian's vast knowledge that can support students in their studies.

**Should you need to contact us call 364 5179 or email yd@hagley.school.nz
Anita Yarwood - Teacher in Charge of the Library**

Verb Poem - Suzanne Young 9SQ

Skimming through the pages,
Screening the words.
Thinking about the phrases,
It's not a thing for herds.

Feeling the suspense,
Picturing the story.
Suspecting the events,
Imagining, when it's gory.

Pausing between chapters,
Predicting the next.
The characters are captives,
They'll stop with the text.

Important Dates in Term Two 2009

Friday	3 July	Term 2 classes end
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Check it Out!

Inzone have just supplied a 'Career Pod' worth \$20,000.00. The College was 1 of 100 schools selected nationwide. The Career Pod provides students with "starter information" about some training providers.

Career Dates

11 June - Otago University - Chateau on the Park from 6.30pm
12 June - CPIT Have a Go Day
17 June - Victoria University - Chateau on the Park from 6.30pm
26 June - Friday - Art and Design Mini Expo - , Careers Centre, 1.00-2.40pm
7/8 July - Open days and information days at University of Canterbury

News@Hagley

June 2009

NCEA Reporting

Key Appointments

NCEA
We want the full picture



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