

Principal's Message



Recently I was invited to speak to managers and staff at NZQA in Wellington. The focus of the discussion was on 'Lifting Performance' and NZQA was very interested in what we were doing as a school to meet this challenge.

One of the questions NZQA asked me to address was "How do you as a Principal motivate your staff to cater for the range of students they will teach under NCEA?" At the heart of what we do at Hagley is our vision that is focused on student success, achievement and lifelong learning. We do this through four major areas of the college.

- Creating innovative learning environments, ranging from providing one of the largest selection of subjects for students to study of any school in NZ to specialised full time programmes that immerse students in their passion such as the School of Fashion and the Dance Company.
- Providing dynamic learning experiences where students are challenged and nurtured to develop and improve their learning competencies and teachers are committed to good practice in teaching and learning.
- Developing cohesive learning networks where students of different cultures, backgrounds and ages have their needs addressed and their learning personalised, while at the same time linked together as communities of learning where they feel they belong and are valued as people.
- Maintaining robust learning infrastructures to provide the resource base to provide what our students need to support their learning, like our computer labs, café, library, as well as what our staff need to effectively carry out their jobs.

Preparing my responses for the NZQA 'Lifting Performance' seminar reinforced for me that Hagley is leading the way in providing wonderful opportunities for students and that our teachers are really making a difference. We continue to lift our performance by having a strong culture of innovation and collaboration, as well as by adapting the management arrangements of the college to better support teaching and learning.

Hagley must be the best school in which to be a principal. Of course I am totally unbiased!

Brent Ingram

Brent Ingram - PRINCIPAL

Wayne's Sold on his Interactive Whiteboard

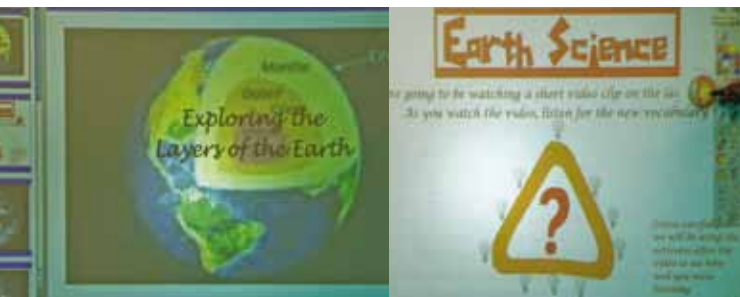
Hagley's highly experienced special education teacher Wayne Budd is a great example of how you can teach an old dog new tricks. Given a choice Wayne would have preferred a chalk board to a whiteboard, however he rates the Interactive Whiteboard (IWB) far above both of these and as a brilliant tool in his teaching. Wayne's realistic about the place of the IWB in his lessons: "It's not and end in itself, it's just a tool that enhances my teaching."

How does the Interactive Whiteboard change what happens in class? Wayne's students are actively involved right from the start. There isn't any downtime where resources are handed out or the teacher spends time talking to the class about what they will be doing. Both teacher and students use the IWB in class. In a typical Maths lesson students move from addition using the dice programme, to a number grid where they manipulate shapes to discover number sequence and pattern, to a lesson on angles where students first estimate angles then overlay a protractor to check their estimates. In Earth Science, a cross section of the earth clicks through to a video clip, then to linked vocabulary activities. Wayne is making full use of an extensive range of IWB programmes available in many curriculum areas with high levels of New Zealand content. He's also keen to start writing his own programmes.

As Wayne puts it, "I don't make a science out of using the Interactive Whiteboard, I just do it."

He feels that it has changed how he teaches as time in class is used very efficiently. It's obvious that his students are engaged and responding positively to learning often through visual modes of symbols and pictures.

In 37 years of teaching, Wayne has always been aware of using every useful technique in his classroom and the IWB is the next step in this process. Sitting alongside the IWB in Wayne's room, the original static whiteboard is barely used now – and you can see why.



Gymnasium Progress

At long last, construction of our new gymnasium is underway. In addition to the new gym there will be a link building between the gym and C Block. The link building will contain changing rooms downstairs, office accommodation upstairs, a lift and stairwell. The student toilet facilities in C Block are being modernised and the building of three rooms utilising space above the toilet block. The opportunity to structurally strengthen C Block is also being taken.

So far, work has included

- gutting the existing toilet block
- completing the foundations
- erecting tilt slab walls
- construction of the lift well
- erecting steel girders and fitting floor joists for the rooms

The PE staff are excited with the progress of the new gym facilities and are looking forward to when they can move in. According to Gary Parlane Director of Resource Management, who is overseeing the project, the contractors are working to schedule. The work is expected to be completed on time with the facilities available at the commencement of the 2011 school year.



Top: PE HOD Melanie Rich assesses the progress.

Inset: Renderings of the new Gymnasium supplied by DD Architects.



Building the Reading and Writing Skills Students Need to Succeed at School

2010 Parents Supporting Learning Programme

"Simply brilliant! You presented information clearly and in a way we could easily transform into real help for our son."

Parent feedback to the first parent workshop series held in June as part of the 2010 parents supporting learning programme was extremely positive. Hagley literacy teachers Natalie Collier and Vickie Taylor introduced parents to many practical strategies they could use at home to help their son or daughter with reading and writing. In helping with reading, that means steps like skimming through a text before starting to read it to pick up on clues from the title, subheadings, words in bold and photos, all of which help a student gain a better understanding during reading. Having plenty of exposure to words new to the reader is important too, as research indicates that seven to 12 hits on a word are required before it becomes part of long term memory.

Parents suggested a range of topics for future parents supporting learning programmes, ranging from how to make decisions about the appropriateness or usefulness of information from the internet, to advice on how much a parent should help with school work - and when they should back off.

The term 3 workshops will focus on helping parents and caregivers understand NCEA. You can register your interest by emailing hr@hagley.school.nz.



Caught in action - Natalie Collier on the first night of the parent workshop.

Teenagers and Sleep

Teenagers need more sleep than you think! In fact 9 hours would be considered ideal, however for many teens this simply does not happen!

Studies show that during the teenage years the bodies' circadian (internal body clock) is temporally reset to fall asleep later and to wake later. This change in the circadian rhythm seems to be due to the brain hormone melatonin which is produced later at night for teens so it is harder to fall asleep.

How do you know if you are getting enough sleep?

Do you find it difficult to get up in the morning? Do you feel like your concentration lapses? Are you falling asleep in class or have feelings of moodiness or even depression?

If the answer to even one of these is YES then it could be a sign that your body is not getting the rest it needs to perform at its optimal best.

What can you do to increase the quality of your sleep? TRY:

- setting a regular sleep time
- exercising regularly
- avoiding stimulants eg: coffee, energy drinks particularly before bedtime
- relaxation techniques
- keeping your bedroom lights down low
- minimising naps throughout the day
- avoiding all nighters
- waking at the same time everyday
- creating the right sleep environment that works for you



Staff Profile

June Harvey



When June started work in adult community education administration in 1995, she thought to herself that it would only be for a year to see whether she liked working afternoons and evenings. That single year 'trial' turned into a fifteen year lifestyle which June has found has suited her well.

In her pre-Hagley life, June's love of photography led to work with a photographer in Oamaru, from there to television in Dunedin processing film stock for broadcast, then to TV editing. Following a shift to Christchurch and subsequent employment resulting in a bad case of RSI, June was looking for a change. When a position in adult community education was advertised at Hagley, she thought that no-one would want the unsociable hours that went with the position working from 3pm to 9pm. To Hagley's good fortune, June found the job and the hours suited.

People linked to almost everything that happens at night at Hagley invariably come through the Enrolment Centre door. Everyone has a different question or request for June. Her version of frontline customer service goes more than the extra mile. June makes a cup of tea for an After 3 student "just to keep him going"; staff and students arriving for 6.30 classes are made to feel that she is genuinely pleased to see them.

It's difficult to encapsulate what June does into a simple job description. It's not so much the responsibilities but the personal qualities that matter. June describes what's needed as tolerance, patience and enjoying dealing with people. First impressions often create lasting impressions. As the first point of contact for hundreds of After 3 students new to Hagley each year, it's clear that June has a significant influence not just on their decision to enrol, but on their view of the school and even their continuing attendance.

June retires at the end of term 2 to a little overseas travel, some long weekends out of town and an intention to spend more time on her interests including picking up again on learning the piano. We're determined not to let June cut all her ties with Hagley though, or to draw her somewhat extended 'one year trial' to a close - she has already been approached to help as a reliever in the After 3 programme.



June's Farewell

Left: June and Ros share a laugh.

Right: Sean Regan made a guest appearance via video from Ireland.

Gymnasium Progress

Helping your Son or Daughter Succeed at School



Farewell Shah-Wali



Shah-Wali Atayee came to New Zealand in 2002 as one of the Afghan refugees who were rescued by the MV Tampa when their ship sank on route to Australia. He has made a significant contribution to refugee education and ESOL in his eight years at Hagley. Shah-Wali has been able to mobilise communities from refugee backgrounds in educational matters. He has skilfully balanced the demands of refugee parents for the strict discipline bred of their own schooling experiences with the more tolerant expectations of Hagley staff and the New Zealand education system. Shah-Wali has been successful in keeping families who were initially suspicious of education engaged in learning.

Shah-Wali has been crucial in lifting the numbers of students attending the refugee homework centre at Hagley. The numbers grew from about 15 to over 200 attendees a week in his time as its operational manager. He was especially influential in boosting both the Afghan and Kurdish families participation in education. Many parents have attended with their children then subsequently enrolled in the main college, thereby modelling the concept of family education that Hagley embraces.

Shah-Wali's cultural knowledge, ability to bridge cultures and language barriers, support students and families from a variety of communities, as well as many Hagley staff have all been an invaluable assets. He will be greatly missed here as a key member of the refugee programmes team and of the wider Hagley staff. We wish him all the very best in his new role as South Island Refugee Liaison Officer for the Health and Disability Advocacy Service.

Thirteen girls and women from refugee backgrounds communities were awarded their first aid certificates after a long day of inflating lungs and bandaging wounds!

The women felt much better equipped to deal with emergencies and worked well as a team during the training. The participants are part of the Hagley Healthy Girls Programme funded by Partnership Health Canterbury. Well Done!

The participants were: Alia Afzali, Taiba Alawi, Renuka Bhandari, Tulasha Devi Bhandari, Chandra Maya Subba, Aziza Noori, Fatima Noori, Shakila Sultani, Kheria Yusuf, Raihana Zahedi, Amina Hussaini, Pari Hussaini, Bakhtawar Mohammadi.

More Than Just a Pretty Name



Benazir Kumar loves texting and jandals – two things she's discovered she won't be able to do or wear when she takes her seat in Parliament.

The 16-year-old Hagley Community College student, who has severe to profound deafness, was chosen to represent Labour MP for the Port Hills Ruth Dyson at Youth Parliament in Wellington in July. Youth Parliament is held every three years and each MP selects a young person from their area to take their place in a mock sitting of Parliament, where they debate topical issues.

Ms Dyson said she has always supported deaf students to be her youth parliamentarian as it's important to have deaf issues presented and the best way to do that is by someone deaf.

Benazir said she heard about Youth Parliament from her teacher Bryanna O'Regan and decided to put her name forward, along with a friend.

"I heard about it and thought I'd love to be involved in that" She said when she found out she was selected she thought it might have been because she "had a nice name".

Labour MP Ruth Dyson said it was "a little more than that" and it was Benazir's personality along with testimonials which influenced her decision to choose her.

Benazir said she will highlight at parliament her concerns about the shortage of sign language interpreters and a need to provide more training for interpreters.

However, politics doesn't seem to be at the forefront of Benazir's future career path.

A keen soccer player, said she would love to represent New Zealand in soccer or become a physical education teacher. **Story courtesy of the Bay Harbour News.**

"The Guest" Comes in Second!

Congratulations to Max Russell of the band "The Guest" that came second in the regional final of Rock Quest.

"The Guest" now has the opportunity to try for a place at the national final later in the year.

Hagley's Scholarship Success!

On Thursday 29 April the University of Canterbury Vice-Chancellor Dr Rob Carr presented certificates to recipients at a scholarship award ceremony that was attended by family, friends and academic staff involved with the selection process.

The following former students were recognised and acknowledged for their achievement in being awarded Scholarships for 2010.

Our congratulations go to:

Lucy van Arendonk - Rotary Club of Christchurch Blackgrove Scholarship 2010

Andrew Ridden-Harper - College of Science Schloarships Physics/Astronomy/Electronics Award 2010

James Bonifacio - College of Science Scholars in Science Award University of Canterbury Dux Scholarship 2010

Recent Events at Hagley

Hagley Film

On Tuesday, 15 June, Hagley Film held their annual film night. The exhibition showcased a variety of work from archived student work, 2009 Media Studies students and early work from three 2010 student directors. The night also featured performances by singers Amber Snell, Jo Murgitroid, Abby Beech and Lelia Mowbray.

Music Concert

NCEA music students performed pieces on Monday, 28 June in The Open Stage for assessment purposes. Students, staff and family were in attendance and performances were very well received.

Hagley Environment Group

The Environment group have been busy again this term with their recent ginger beer venture. The ginger beer has been brewed on site and has been available for purchase for \$3. Using swapper crate bottles students are then enticed to return the empties to receive a fifty-cent rebate.

Pictured: Liz Cruse mans the counter on behalf of the Environment Group.



Sports Results

Winter sport has set off to a great start. Hagley has twenty sports teams entered in the winter competition for various sports including netball, football, badminton, basketball and hockey. Dodgeball was also introduced this term and has been popular with Hagley students with 3 teams entered in the competition.

Cross country was held this term, it was great to see many students involved and wearing house colours. We had ten Hagley students ready to compete in the Canterbury Schools Cross Country however it was cancelled due to bad weather.



Ben Ayles (year 12) competed in the Canterbury schools gymnastics this month where he gained a third place for his floor routine and third place in the vault section.

Badminton has proved to be very popular with four teams in the schools competition. The senior girls and the senior boys 'A' team entered the Canterbury schools badminton teams tournament where after some tough games they came 4th and 7th respectively.

Thanks to everyone who is participating in and helping with winter sport. Keep up the good work for Term 3!

Congratulations to Finn Cantlon who was recently selected to represent Canterbury in ice hockey's Under 16 Junior Elite League Team for 2010

"Finn has achieved a high level of skills required to gain selection into this team, but has also fulfilled the criteria of commitment and discipline and the ability to be coached", says team manager Kasheen Kennedy.

A fantastic achievement Finn - well done!

Hagley Beanies \$6

The perfect accessory for your Hagley Snow Trips! Hagley Beanies are available for sale from the Hagley Enrolment Centre.



NCEA Update

A list of credits that you are entered for in each subject will be sent out at the end of June for you to check with your teachers. Accompanying this is an invoice for NCEA fees, which are generally \$75. **NCEA fees are due to the school before 10th September.**

You or your caregiver may qualify for financial assistance and this can reduce the NCEA payment due to \$20 or less!! Forms are available from the Enrolment Centre and must be completed and returned by 20th August to be considered. Make time to check if you qualify.

A reminder that NCEA fees are due for both internal and external assessments. Many subjects have standards assessed externally through an examination at the end of the year. The period for externals exams in 2010 will be from 11 November to 1 December. The exams cannot be rescheduled as they are nationally held events.

New Documentation Requirements for All Adult Students

The College has been advised of a new ruling that affects all New Zeland born adult students (19 and over) studying at Hagley Community College.

It is a Ministry of Education requirement that you must provide Hagley with a copy of your **birth certificate, passport or other evidence of permanent residency** to verify your status as a domestic student. Sighting of these documents is a **legal requirement** and form a basis of your enrolment. The Enrolment Centre will take a copy and return your documents to you.

If you have moved or are moving address throughout the year please notify the Enrolment Centre.

Coming Up in 2010		
Thursday	9 September	Senior College Open Night
Saturday	18 September	Senior Formal

