

Principal's Message

Punching Above Our Weight – Hagley's NCEA Results

Hagley is clearly punching above its weight with its most recent set of NCEA results. The results are stunning! What is more amazing is that these results are achieved despite being disadvantaged by how NCEA statistics are reported nationally.



- 204 students gained full Level 3 National Certificates (NCEA)
- 151 students gained entry into university (University Entrance)
- 3.5% above the National mean for Level 2 National Certificate achievement
- 4.2% above the National mean for Level 3 National Certificate achievement
- 45.8% of Hagley's students left with an NCEA Level 3+ qualification which is significantly above the National mean.

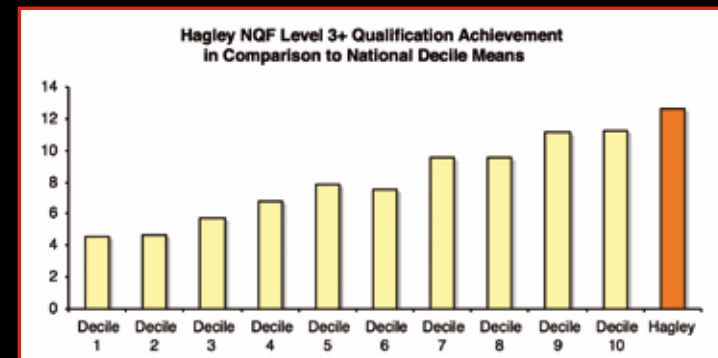
Why are we disadvantaged?

Significant aspects, such as the achievements of our Year 14 students, are not reported in NZQA data. Hagley just doesn't fit the mould for NCEA data reporting, as it is modelled on the conventional secondary school structure where Year 13 is the final year. While almost all students in other schools are full time and working towards a NCEA Certificate at Years 11, 12 or 13, that's not the case for us. We have many part time students, as well as refugee and new migrant students, who are not aiming for a certificate. In short, it's a double 'whammy' for Hagley. Our part time and migrant students who could not be described as NCEA Certificate candidates are still classified as being in Years 11, 12 or 13 and therefore are included in NCEA statistics; yet our Year 14 students, for whom a Certificate is a realistic goal, are excluded. Does it make a difference? The answer is a clear YES! One example is the number of full National Certificates in Educational Achievement at Level 3 (the top secondary award) Hagley gained in 2009. Our students achieved an amazing 204 Level 3+ National Certificates and yet with Level 14 excluded the reported results will show 104. I am sure Minister of Education Anne Tolley would want to see these results reported ie all students achieving at the highest qualification level in a secondary school. We intend placing this issue in front of the Minister.

Exceeding Decile [#10 Schools' Results

Even with this disadvantage in how results are reported, our most recent NCEA results are great. Hagley is clearly punching above its weight. In particular at Year 13, our 2009 results for students successfully gaining Level 3 NQF qualifications [that means NCEA Level 3 Certificates and other NQF qualifications] reveal that Hagley, a decile 5 school, is outperforming decile 10 schools. Based on all the students in the school, our percentage of students gaining Level 3 and above is above the national average for decile 10 schools: 12.6% as opposed to 11.2% for decile 10 schools – or 7.8% for decile 5 schools. Considering that Hagley's student percentage is based on our large and

diverse population described earlier, these figures are even more remarkable.



Decile ratings run from decile 1 to 10 and are based on the socio-economic status of the students attending a school. A school's decile indicates the extent to which the school draws its students from low socio-economic communities. Decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities, while decile 10 schools have the lowest proportion.

Leaver attainment

If we look at only those students leaving school, our results for leaver attainment are very strong when compared with other decile 5 schools. The national average for leavers gaining Level 3 NCEA or above for decile 5 schools is close to 25%. At 45.8%, Hagley is approaching double this percentage.

Making a difference over time

While our Level 3 results are excellent, our Year 11 results are below the national average. Many students are new to Hagley in Year 11 and in several instances could be described as being 'behind the 8 ball', having had variable and often negative previous education experiences. Over their time at Hagley, these students not only catch up with national data but leave with significant qualifications. What does Hagley do to make this sort of difference? Our focus has always been on doing the most we can for each student. We place emphasis on effective pedagogy and personalised learning. Hagley has never sat on its hands. We recognise that our students' successes rely heavily on teacher professionalism which is sustained and developed through long term learning about good practice. To make a difference to student achievement, we continue to make a high investment and commitment into staff professional learning. We are extremely proud of our students' achievements and feel empowered to know that we are making a positive impact upon students' lives. As the last ERO report said to our Board of Trustees – "Hagley rocks!"

Brent Ingram - Principal

Hagley Students Gain Seven Scholarships

Each year students have the opportunity to put themselves forward for Scholarship which involves additional demanding end of year exams. Dedicated staff arrange extra lunch time and after school tuition to help students prepare for these assessments. Last month the NZQA Scholarship results were released and three Hagley students collectively gained seven Scholarship Awards.

James Bonifacio achieved Scholarships in Statistics and Modelling, Physics, Mathematics with Calculus and Biology. His Biology Scholarship was in the 'Outstanding Student' Category placing him amongst the country's top 26 students.

Francis Main gained Scholarship in Geography while **James McKay** achieved his NZQA Scholarships in Physics and Geography while still being in Year 12.

James Bonifacio sat six scholarship papers in total but was unfortunate to have missed out on both Chemistry and English. While James admits to the Chemistry paper being "tough", there is a sense of misfortune when it came to English as he was just one mark short of the scholarship benchmark. Instead of disappointment, he holds nothing but praise for his English teacher **Anita Yarwood** and Chemistry teacher **Pauline de Vere** for all the work they put into his scholarship preparation.

For their scholarship efforts the boys received \$500 for every scholarship subject awarded, but as James McKay rightly points out he'll have to wait another year to spend any of the fruits of his labour. NZQA Scholarship guidelines state that the money must go towards tertiary study which doesn't apply while he is still attending Hagley. For James, this just means he'll be working even harder to gain an impressive scholarship tally at the end of this year.

Asking them what advice they had for other students at Hagley, their answers were unified. "Take all the opportunities you can. Take responsibility for your own learning, work hard and study the subjects you enjoy."

These matter-of-fact responses quickly make you realise that these students are, as one previous science teacher puts it, the 'complete package'. Everything about these three students is extremely down-to-earth, polite and well-rounded.

For now James Bonifacio and Francis are off to university and James McKay has started Year 13 at Hagley, while also studying papers at university. Their aspirations for the short term are simply to complete their fields of study. As for the long term? "Being offered a job at the end of it would be great", says James Bonifacio followed by nods of agreement from the others. As quickly as that statement is made, you instantly know that it's just a matter of time before yet another box will be ticked.

Congratulations James, James and Francis for all your amazing efforts and to all those students who also participated in the 2009 Scholarship Examinations.

A special thank you to the following teachers who gave their valuable time and commitment in preparing all Hagley students for Scholarships: Anita Yarwood, Pauline de Vere, Megan Ellis, Bernie Frankpitt, Iain Chinnery, Tina Dawson and Mark van Dyk.



From Left: James McKay, Francis Main, James Bonifacio

What some of their teachers had to say:

I taught both James Bonifacio and James McKay for Physics. What was most noticeable was that they asked very thoughtful questions on a range of topics we had not covered in class but which they had read about. These questions were as important as the ones they answered. Of course, they had worked very hard to get a firm grounding in the ideas of Physics.

Iain Chinnery - Physics

Both James McKay and Francis were self motivated students with a desire to do the best they could in Geography. They quickly grasped key ideas and concepts in Geography and learnt how to apply them to the real world. They soaked up everything that was taught to them but then they wanted more, sometimes asking questions to which I could not give a definitive answer. This inevitably led to some healthy discussion to which the whole class was able to contribute.

Mark van Dyk - Geography

Scholarships For Year 13 Students

If you are planning on tertiary study you need to know that there are lots of scholarships you can apply for.

Visit Breakout and Fundview via the Christchurch City Libraries website (you need your library and PIN numbers to access them), or see the Careers advisors for further info.



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Staff Profile

Marion Harvey



Marion is swapping an ESOL classroom for her holiday home in Moetapu Bay in the Marlborough Sounds. Learning how to catch fish rather than building students' language skills will now be high on her priorities list. Some people leave the teaching profession fed up and exhausted. That's not the case for Marion – she is still enjoying her teaching, values being part of the ESOL department, and is comfortable with the direction of the new curriculum.

Marion began her teaching career as an English, French and Social Studies teacher at Riccarton High School. After stints at Greymouth High School and Nayland College in Nelson, Marion arrived at Hagley in 1993. Marion's retraining as an ESOL teacher was instrumental in affirming a fundamental shift in teaching style. The teacher being the "sage on the stage" passing on knowledge did not feel right for her. Marion's ESOL training emphasised that the teacher should act as a facilitator in the classroom rather than as the director, for example by using interactive teaching methods and giving students more time in class to speak.

There is some significant research behind the reasons for advocating for the 'teacher as facilitator' model. Analysis of 'talk time' within the classroom revealed that in most cases, 80 – 90% was taken up with 'teacher talk' and often dominated by teachers' questions and students' answers. In building students' language skills, Marion said that it's vital for students to have opportunities to ask as well as answer questions so that they can be exposed to different language functions. Marion also uses pairs work in class so that students are able to adopt and develop a range of language skills.

Marion describes ESOL as "a lovely teaching area." The focus is building students' language skills across curriculum areas. Students realise that their learning can be applied to realise significant goals within their lives: to be able to participate more fully in New Zealand society, to make friends, to gain tertiary qualifications, to start businesses, to make a contribution back to society. Marion commented how ESOL students bring their amazing life experiences into Hagley, some with advanced professional skills in architecture, medicine or engineering. She feels that ESOL students are particularly grateful for their teachers' efforts.

Marion will miss the collegiality of the school. "Hagley staff are helpful, humorous and clever – students are very lucky to be here." At Moetapu Bay, oysters can be picked from the rocks. Marion's happy to share her secret recipe for the best oyster batter with anyone who wishes to visit.

NCEA Update

Students can request a copy of their record of achievement directly from NZQA using their NCEA login at: www.nzqa.govt.nz/login.html. If you have not used it before you need to register first.

Kerry Keats - Administrative Support & NCEA Administrator

Please remember - If you have moved or are moving address throughout the year you need to inform the Enrolment Centre.

Welcome to our New Staff

Kay McGowan - ESOL, **Lesley Cowie** - ESOL, **Faith Oxenbridge** - English, **Felicity Jay** - Maths, **Barbara Verity** - Home Economics, **Andrea Langman** - Science and Maths, **Jen Smart** - English, **Miriam Eisenhart** - Pattern Drafting. Welcome back to **Bridget Salkeld (nee Fairweather)**, **Ilana Moir** - ESOL Health/PE starting 15 March.

Parents would you like to join us on the Board of Trustees?

Nominations for 2010 are about to be taken for the Hagley Community College Board of Trustees.

For more information please read the enclosed flyer.



Coming Up in 2010

Wednesday	17 March	Parent Teacher Evening for Senior Students
Thursday	1 April	End of Term One
Friday	2 April	Good Friday

PARKING AT HAGLEY IS UNDER PRESSURE



There is only a limited number of car parks available for students and staff. If this is creating an issue for you, how about biking, walking or taking the bus.

RETAIL STORES BENEFIT BY WORKING WITH SCHOOLS

For many teenagers, leaving school and working is a scary thought. Most young people have no idea what they want to do for a job.

Retail-related schools programmes such as Gateway provide hard-working students with the opportunity to gain experience in different working environments such as retail. The students selected for Gateway are selected based on their attendance and behaviour records. Every school has an interview process and strict criteria that students must meet before they will be considered for a work placement. The employer can say no to any proposed student - they have choices.

Students complete school programmes such as Gateway for a variety of reasons. However, the primary reasons seem to revolve around gaining experience in a work environment - which is one of the many ways it can benefit students and employers. Gateway is designed to strengthen the pathway for learners to progress from school to workplace learning. It provides school students with structured and practical workplace learning that leads to nationally recognised qualifications.



Ceara Nolan - Gateway Student

Ceara Nolan found the Gateway programme a beneficial experience.

When Ceara first decided to get a job, she didn't know where to start. "My Mum suggested a CV, which sounded like great idea, but once I

put down my volunteer work at the school library and babysitting, I realised that I would have to bulk it up a lot more to get a job, or even an interview. I was really stuck and needed experience to get a job, and a job to get experience.

"I moved to Hagley Community College in the beginning of 2009 and when I looked through the courses, I saw the Gateway programme. I didn't know much about it, one of my friends had done it for early childhood teaching and she said she got to work at a childcare centre for a few hours a week. This was exactly what I needed, so I decided to give it a go."

"Everyone worked at their own pace on assessments to suit their career choices. We also got to do a Red Cross first aid course. We all got one-on-one help from Jenny, my Gateway Coordinator, who helped me work out exactly what I needed to do to reach my goals. I was looking for work in the beauty industry. Jenny arranged work experience at The Body Shop for one day a week to fit around my classes. She also suggested that I do the Customer Service Award. I learnt a lot at The Body Shop and had lots of fun. My whole experience doing the Gateway programme has been great! I now have the experience I need to get my first job, plus the Customer Service Award and a First Aid Certificate to put in my CV."

*Extract taken from 'Retail Winners - celebrating your success'.

Congratulations to the following students who have successfully gained full and part-time employment through their Gateway placements.

Full-time Employment: **Ruby Wade** - The Head Mistress, **Sam Stanley** - Letzgo Native Nurseries, **Josh Neiman** - GPC Electronics

Part-time Employment: **Emma Askew** - Synergy Hair, **Samara Kirkham** - Coffee Culture



Left: Sign Up Day. Right: Pulzar FM provided the music and staff and students volunteered their time for the sausage sizzle.

Sign Up Day 2010

Fantastic enrolment numbers equalled a highly successful Sign Up Day on Monday, 8 February.

A vast array of extra curricular activities were on offer including Chess, Environmental Groups, School Council and the ever popular Summer Sport. Westpac staff turned up to promote their Westpac Essentials Pack. There were also plenty of free giveaways including delicious muffins and cakes courtesy of Quality Bakers and the boys from Pulzar FM. The boys also gave away a few t-shirts and provided the lunchtime music. The sausage sizzle was a big hit thanks to the great organisation of **Wendy** and **Fiona**. Students **Fern, Laura, Joseph, TJ** and **Sam** did an excellent job to make sure there were enough sausages, bread and onions to go around. Thank you to the students and staff that helped organise the cafe. **We look forward to doing it all again next year.**

Hagley Dance Solos 'Together Alone'



'**Together Alone**' is the first season of dance presented by the Hagley dance programme. The main focus of the season is the first choreographic and repertoire works by Hagley Dance Company whereby their choreographic processes are collated and developed into two stunning new works by acclaimed contemporary choreographer Fleur de Thier. The company will also be presenting dances from other teachers and genres from Jazz and Hip Hop to contemporary duets, student driven choreographies and more.

In addition to these performances, '**Together Alone**' season will feature performances by the Hagley Theatre Company and students studying within the Year 11 and 12 curriculum classes. '**Together Alone**' always offers fresh perspectives and spirited performances from passionate and dedicated students.

Together Alone - The Open Stage, 29 March - 1 April, show starts 7.30pm



Left: Benazir Kumar and Joni Grabham. Right: Spirit of Adventure ready to set sail from Auckland's Viaduct Harbour.

Van Asch Students get into the Spirit

On the 6-11 February four girls from the Van Asch satellite class embarked from Auckland on the Spirit of Adventure.

Mecca Bowman, Katherine Hickson, Joni Grabham and Benazir Kumar described the experience as '**awesome**'. They learnt to sail the ship with a skilled crew to help, saw dolphins and met lots of new friends. They overcame challenges such as jumping overboard at 6am, not having an interpreter and climbing the mast, which they found very scary!



Refugee Programmes

Thanks to the great support of Christchurch City Council Small Projects Fund, 'Refugee Women's Day 2009' was a wonderful event. After a successful first year in 2008 at a static venue, this year it was time to get out and about!

109 women from seventeen nationalities, 27 hardworking staff/volunteers and 26 children descended on the Canterbury Royal Show on the 11th of November. Despite a wet and windy start to proceedings there was plenty to smile about as the women soaked up the best of Christchurch's and Canterbury's rural displays.

The women were asked to complete a piece of work based on their English language level about their experiences at the show. This certainly led to some interesting discussion about animal rearing, milking methods and comparisons between different techniques across the globe!

The farmer blow drying his champion cow with a hair dryer caused giggles all round. Activities that introduced and showcased aspects of the host kiwi culture across different communities increased knowledge, understanding and confidence. The women had a chance to practice their English with stall holders and soaked up the market like atmosphere. Many show goers were delighted to see more diversity amongst the usual A&P crowds.

Lunch was provided by the Lotus Heart Vegetarian food stand and the NZ Army band provided the entertainment on the main stage.

The second Refugee Women's Day was organised in partnership between Hagley Community College and Christchurch Resettlement Services and with the assistance of PEETO, Refugee Services Aoetorea, and Living Well in Christchurch.

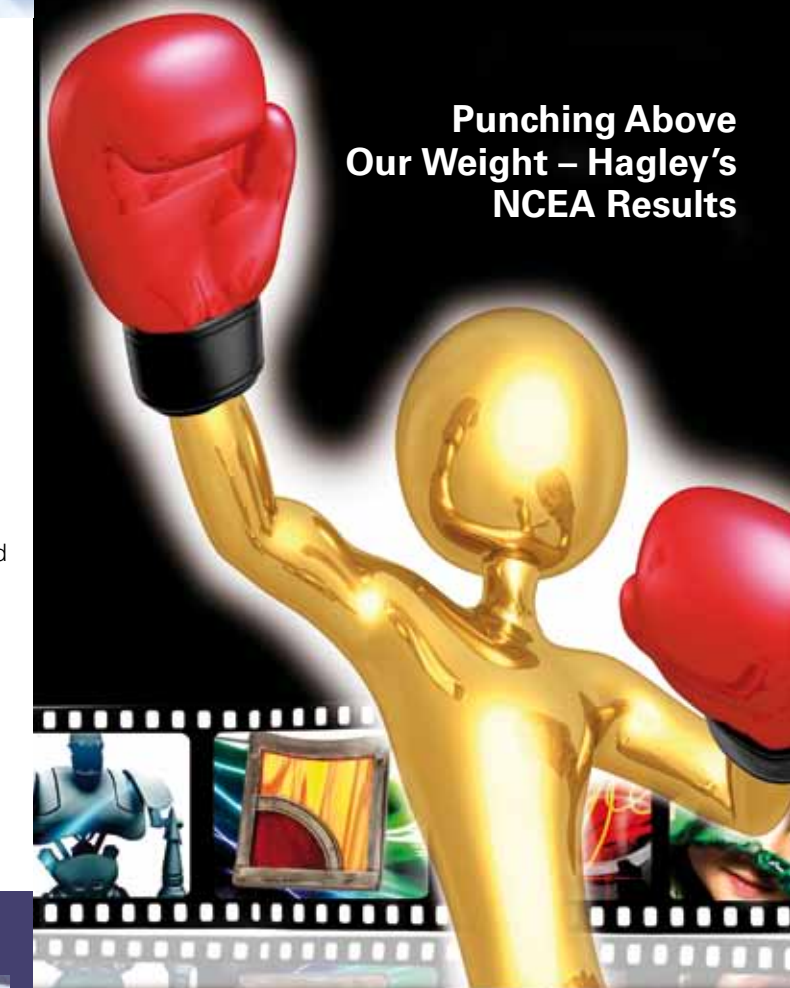
Carla Moore Refugee Programmes Coordinator assists women and girls as they queue for lunch at the Lotus Heart stand.



News@Hagley

March 2010

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 **Hagley Community College**
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