

Principal's Message

Brent Ingram



In the June newsletter I discussed how we are challenging ourselves by looking at different models of educational delivery and to integrate and implement research practice around student engagement. This will be central to the work that we are undertaking over the next five years.

This work has taken on a degree of urgency due to the disruption and dislocation of educational delivery in the Christchurch region. Students of all ages have been displaced and unsettled. Many secondary students have limited educational choices available to them, or are faced with options that are not their first preference. Nationally we are facing issues around students who are disengaging from their education with few or no qualifications and this large percentage is growing.

However, the problem is also deeper than that highlighted by students who have disengaged either physically or virtually. Traditionally, schools have viewed engagement as a matter of compliance: if the student does what is asked of them, stays out of trouble and appears to be making progress, he or she is deemed to be engaged. At Hagley we believe that we need to go much deeper than that. Compliance in learning is insufficient – we need to aim for a shared commitment to learning.

The college has undertaken major structural changes to create flexibility and learner appropriate programmes to enable students to re-engage with their learning. What does this mean for us at Hagley and what opportunities will it create for students who choose to study with us? It means:

1. Continuous enrolment targeted into specific learning opportunities such as Catch Up, Fresh Start, Step-Up and After 3. There are a number of large shifts required here that challenge traditional structures like the annual education 'cycle' with its set periods, standard length school day and programme duration.

2. Targeted programmes around purposeful contexts of learning and the use of a range of delivery models that immerse the

student in learning, such as the School of Music (see details inside the newsletter) and the School of Cuisine.

- Using our resource base creatively to allow for study and learning anywhere. Currently this falls into three categories: onsite learning (using the physical resources of the college seven days per week) offsite learning where the college engages with students in their own environment (workplace literacy); multiple site learning where the college delivers distance programmes and between institutions (ITM Music & distance learning).
- Broadening the pathways especially for students aged 16-17 who might have left with poor qualifications, so that they will achieve a Level 2 National Certificate as a minimum and take the steps into on-going learning via study, training, or employment. The college is working with CPIT and the University of Canterbury to build strong secondary / tertiary partnerships.
- Strengthening teacher practice in ways that promote their own learning as well as that of their students. This is teaching as inquiry which involves teachers investigating the impact of their practice on students based on evidence.
- Creating of a normalised school community where the environment reflects the characteristics of the wider community (no uniform, multi-aged, multi-cultural with a high emphasis on respect and celebration of difference).

Our expectations are high but so is the value that we place on making a difference to our students' lives. We want to see them engaged, achieving and progressing successfully beyond this college to higher learning, training or meaningful work.

Brent Ingram
PRINCIPAL

Sold on the Hagley School of Music



Music: the only thing I want to do

Hagley Community College is committed to raising student achievement and meeting everyone's learning needs. We know that some students struggle to find what really interests them even amongst the wide range of subjects on offer in Hagley's Senior College. We need to find alternatives for these students which enable them to engage with school by exploring their passion. The Hagley School of Music may be just the right thing for students for whom music is the only thing they want to do.

The School enables students to be absorbed in their passion while achieving a National Certificate in Music at Level 2 as well as a Level 2 NCEA Certificate. English and Maths are also embedded into the programme and are Music related, giving these subjects a relevance for students because they are linked to the subject they love.

Flexible, academic learning

This is an academic course for those who wish to immerse themselves in music with a view to progressing on to tertiary education. It's not for the student wanting to play gigs on Saturday night on their guitar. Students receive a broad music education from Mozart to Kurt Cobain. They also build expertise in their chosen instrument through the itinerant music teachers and a diverse range of opportunities in making and studying music.

Flexibility is the key. There isn't a set timetable. Being able to focus on one aspect, like a composers' workshop or performances in local primary schools or in the community, is part of how the school operates. Links are being established with CPIT music, with plans for CPIT tutors to visit Hagley as well as for Hagley students to go off site for tuition and music theory.

Year 13 Course introduced from 2013

The Year 11/12 course will operate in 2012 and there is already interest from current Year 12 Music students in a Year 13

programme. From 2013, the Year 13 course will be introduced with the opportunity for students moving to part Hagley / part CPIT study. For the aspects of music they are really good at, be it performance, composition or theory, students will go to CPIT so that there is a seamless transition into tertiary programmes as they work towards the Bachelor of Musical Arts.

What's going to make the Hagley School of Music really hum?

Students will be encouraged to be creative, energetic, and enterprising. They will have opportunities to explore their musical talents and share them with others. Students will have many opportunities to perform and be involved in a wide range of music related activities in the school and community.

Building 'The [Musical] Knowledge'

We want students to seize the opportunities offered by new musical knowledge and technologies. They will be encouraged to be confident through their performances, to record and promote themselves. Students will develop the academic and performance disciplines required to be reliable, motivated, punctual and committed. Our students will build skills in working with others through group performance as well as through being active contributing members of the School of Music.

Reflection on performances and compositions is a large part of music. Students will have access to a wide range of communication tools, like Moodle and MyPortfolio which are part of the Learning@Hagley tools. They will use MyPortfolio for peer assessment as well as to look at their progress and comment on how they have learnt from the process.

High Expectations

Our goal is for each student to achieve at the highest level they can. Students can complete a National Certificate in Music at Level 2 as well as a full NCEA Level 2 Certificate. Students will be encouraged to achieve excellence wherever possible and to always strive to reach their potential.

All about engagement

The School of Music is all about engagement. Students come to school, achieve and succeed when they have a reason to be there. That reason is their passion for music. Research shows that students are motivated to engage in learning when they believe that learning is important and relevant to them. And that's what learning should really be about.

Hagley School of Music - Course Outline



Hagley Community College has created a new and exciting full-time music programme for Year 11 / 12 students. The programme has been designed for students who have passion, ability and a strong interest in music to fully immerse themselves in this subject while working towards a National Certificate in Music and NCEA Level 2.

Entry Requirements:

- To be able to play an instrument to a competent level
- To be able to read music
- Be willing to commit to a full-time music course

- Entry from either Year 10 or Year 11 depending on skills
- Entry by audition and written/aural test

You will study:

- Performance - group and solo
- Composition
- Aural and Theory Skills
- History of Music
- Music Technology - including recording and software
- Mathematics - with relevance to music
- English - using music texts
- there is opportunity to study another subject depending on timetable

Qualifications:

First Year: Level 2 National Certificate in Music, Level 2 NCEA

Second Year: Level 3 National Certificate in Music, entrance to tertiary institutions. Some students will get NCEA Level 3 depending on the subject choice at this level.

Pathways:

This course will lead to CPIT - Bachelor of Musical Arts, MAINZ, Vision College and a Bachelor of Music at university.

Staff:

- Sue McLachlan, Kevin Roberts, Joe McCallum, Angela Brett, Nik Densem, Itinerant Music Staff

Materials Fee:

\$100 + NZQA fee of \$76.70

For more information

Please contact the Enrolment Centre on 0508HAGLEY, 03 364 5156 or visit our website: www.hagley.school.nz

Welcome to the Hagley Parent Portal



The Hagley Parent Portal provides parents with an easy and convenient way to be involved and kept totally up to date with son's and daughter's attendance, reports, internally assessed NCEA results and other related information. Parents' user names and passwords have been mailed home. If you don't receive these details please phone Danielle on 379 3090 ext 833.

In a new initiative the Parent Portal has been utilised to book interview times for Report Evenings with teachers online and has been well received. The Parent Portal is now available for all Hagley students.

Learning@HCC

HCC provides students with anytime, anywhere learning and has become a vital learning resource particularly throughout the recent polar blast.



One key element of the website is the Learning Management System (LMS). Students have access to course and class learning content and areas such as Science, English, Music and Social Sciences have already embraced this technology as a way to continue with their study both inside and outside the College.

The site will evolve its functionality and usability over the coming years to be utilised to its full potential.

Over the next month or two the wireless service will be extended to cover all learning areas of the College.

NCEA Update

A statement of NCEA entries and an invoice has been sent to all students participating in NCEA standards in 2011 at the end of June. This statement includes a list of standards that you are entered for in each subject - please check these with your subject teachers. Also on this statement is an invoice for NCEA fees, which have increased and are now generally \$76.70.

CURRENT STUDENTS - YEAR 11 AND ABOVE

Please make sure you have re-enrolled for your classes next year. Applications are due by the end of term three with the Enrolment Centre



Staff Profile

Sue McLachlan



When she was at secondary school, Sue had real problems every year choosing subjects because the only subject she really wanted to take was music. This is why the Hagley School of Music which she is currently setting up is a dream come true.

After school and university study Sue's original plan was to become a professional saxophone player, but this was cut short by an arm injury. The alternative was to become a music teacher. Sue started her career at Hillmorton, has been Head of Music at Hornby and Aranui and also lectured at university part time.

Musical direction is a big part of her life. Sue has been involved in over 100 musical productions either directing or playing. She has been the musical director for several Burnside High School productions, as well as shows for the Riccarton Players, Repertory and at a professional level for ShowBiz.

Sue started at Hagley in 2009. In her words, "I have a wide and varied job. I juggle lots of balls all the time." She teaches music, is the academic dean, coordinates work with gifted and talented students and is involved in e learning. Her latest project is bringing the School of Music through to opening in 2012. [see article in this newsletter].

The academic dean role means that Sue works with a wide range of students. She deals with a group of low performing students with the aim of boosting their achievement in each subject and overall in NCEA. With Year 11 Dean Natalie Collier, she co-leads the Year 11 Academic Initiative which involves collecting work from across subjects which can count for 10 credits in literacy standards. The aim is get borderline students across the line in terms of passing their Level 1 NCEA Certificate. Sue sees her work as a support role. "Saying to students that they are close, you just need to complete this piece of work and I can work towards this goal with you can make all the difference." At the other end of the spectrum, Sue supports gifted students to access opportunities from exhibiting at the Science Fair, to attending the 'Thinking Allowed' conference, to applying for scholarships.

Sue's elearning work has involved building and resourcing the Learning@Hagley site. The Learning to Learn classes in Year 9 and 10 make full use of site as a regular part of their class programme so that learning is completed online. Many curriculum areas are also making wide use of Learning@HCC and that trend is set to continue.

Henri experiences the Army Way of Life in Burnham



Henri Jackson-Prior is only the second Hagley student to be accepted into the recent Burnham Military Camp that was held from the 18-22 of July.

In order to gain acceptance into the programme Henri needed to have 8 credits at Level 1 in both English and Maths. His teachers were also required to submit written references on his behalf. According to Hagley Careers Advisor Jennie Ring these references were absolutely glowing and it came as no surprise that he was selected to attend. Likewise, Henri credits his successful entry to both Jenny Nijman and Jennie Ring for their assistance and great advice.

Henri applied to the course because he is considering a career in the army when he leaves school and this experience gave him a great insight into the trades, the job, discipline and lifestyle.

The physical training stood out as a highlight for Henri as it required him to overcome a series of physical challenges, one being the obstacle courses that he'd never experienced before.

He found the people within the army to be very supportive and knowledgeable and has come away from the experience feeling more confident both physically and mentally. He would strongly recommend that anyone considering a career in the army attend a camp like this. "People often say the food in the army isn't good but it is", states Henri.

ICAS Success Continues for Hagley

The latest results are through for both the Science and Writing Competition. In Science both **Rata Ingram** (Year 10) and **Bradán Lean** (Year 9) gained a Distinction mark (top 10% in NZ). **Rata Ingram** also gained a Distinction in Writing with **Freya Oakley** (Year 10) and **Arleia Hebbard** (Year 9) gaining a Credit mark (top 35% in NZ). **Congratulations to all of you for your outstanding results!**

Congratulations to the four Year 9 and three Year 10 Hagley students who competed in the 2011 Cantamath Competition on August 24th.

The Year 9 team consisted of Leo Rolinson-Hook, Liam Robb, Seth Costa-Hughes 9CE and Tamsyn Laugesen-Hooper 9WL. The Year 10 team consisted of Rata Ingram and Elena Hunter 10FP and Max Farra 10SJ. Both teams competed well with the Year 10s finishing with a final score of 40 points that put them only 20 points behind the winning teams. Their coach, maths teacher Angela Brett, said that she was incredibly proud of all of the students' perseverance and willingness to try something that they knew was going to be hard. She hopes to work with the students next year as they prepare for another try.

New Community Liaison Officer for Bhutanese and Nepali Students



Millan Gurung is the new Community Liaison officer for Bhutanese and Nepali students and their families. In his role Millan will assist in translations, interpreting, bilingual teacher aide support, cultural advice and enrolments. He likens his role to that of a bridge that connects school and families.

Born in Bhutan, Millan and his family fled to Nepal in 1990. Prior to arriving in New Zealand in 2009, Millan lived in the refugee camp for eighteen years. There, he studied and completed higher secondary school education in the English medium. He then went through teacher training led by an organisation that was supported by UNHCR. He taught various subjects including English, Mathematics and Health Education at primary, intermediate and secondary levels for three years.

Millan now lives in New Zealand with his wife and his three younger siblings. He finds life in a new country challenging in the initial years especially so in the face of an unfamiliar environment, new systems and new way of life. Undeterred, Millan studied English at CPIT and attended the Refugee Adult Evening courses at Hagley.

He hopes to continue his studies in community or social work in future.

When asked how he sees his community in the future, Millan reckons that the second generation of Bhutanese and Nepali families here will do well, achieving and be better placed in the society as engineers, doctors and teachers. This is because the families have high expectations of educational outcomes for their children.

Grateful to be given the opportunity to resettle in New Zealand, Millan thanks the New Zealand government for giving him the opportunity to live in this beautiful country and a start to a new life here.

Hagley Bone Carving Student Produces Work with Lots of Meaning



It is especially useful when driving around, as he can understand how to pronounce place names.

This interlocking pair of taonga whakairo (treasured carved pendants) were made by an **adult ESOL student Sentra Yang**. He is now in his second year of learning whakairo and able to carve more complex work. The younger kiwi students really enjoy working alongside Sentra in the lessons. This is an original design of his own, one piece represents his wife and the other himself. The intricate meaning is about their partnership and family. Sentra now also studies Te Reo Maaori in the Whaanau at Hagley. He finds

Congratulations to our Gateway Students for their Workplace Success

In 2012 **Joe Johnson** will be working for two days at his gateway placement (HRS Construction Ltd) while studying for the National Certificate in Carpentry at CPIT. He will then obtain an apprenticeship with HRS Construction the following year.

Ezra Good-Geels is now attending CPIT to complete the National Certificate in Motor Engineering which he began during his work placement at Ferrymead Automotive.

Rachel Munday is doing 15 voluntary hours per week at her work placement (St John of God Waipuna) while studying for the Diploma in Early Childhood Education (Centre-based).

Zuri George has gained some work hours as a casual assistant at his gateway placement - The Roxx Climbing Centre.

Chris Rinsma has been offered some work at his placement (Computer Centre). This will continue into 2012 as he is planning to study computing next year.

Year 12 Students Outdoor Education Adventure



On Wednesday 31 August the Year 12 Outdoor Education class travelled to Craigieburn to participate in a number of outdoor activities.

On their arrival at their destination the group faced a two and a half hour trek to get to the Craigieburn Lodge where

they were able to have some food and warmth before braving the freezing cold temperatures outside to build snow caves that were to be their homes for the night.

The next day the group practised self arresting when sliding down a mountain, hiked to the top of Hamilton Peak, learnt how to use a rope to abseil down a mountain and track avalanche transceiver devices. And if that wasn't enough they also managed to visit the Craigieburn Environmental Centre where they enjoyed a well-deserved night's sleep. Day two consisted of tramping up to Helicopter Hill and using navigation skills to pin point accurately where they were on the map.

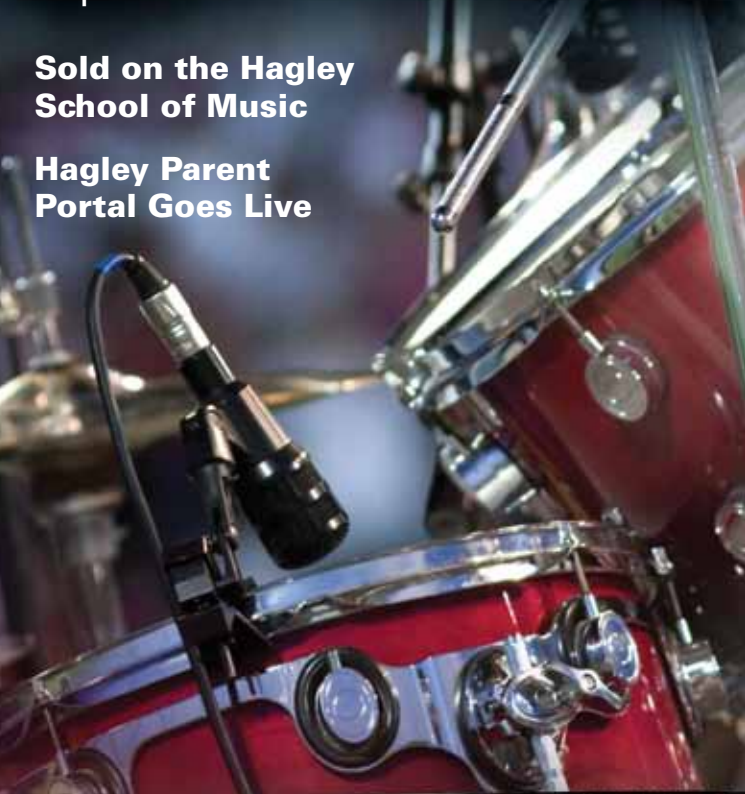
Well done to all the students who participated in this adventure and to all the staff who co-ordinated a full itinerary of fun and adventure.

News@Hagley

September 2011

Sold on the Hagley School of Music

Hagley Parent Portal Goes Live




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