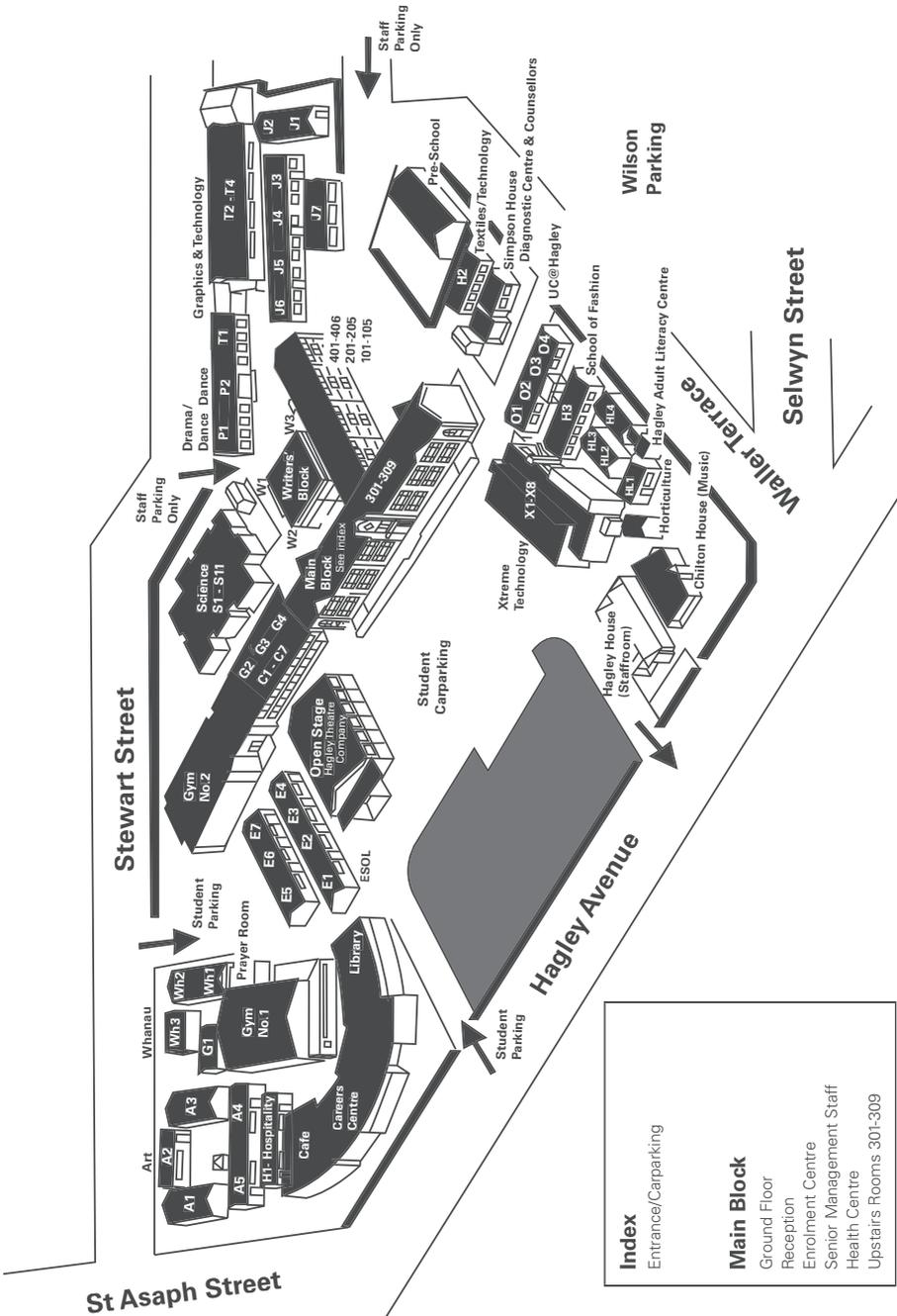




Map of Hagley



Index
Entrance/Carparking
Main Block
Ground Floor
Reception
Enrolment Centre
Senior Management Staff
Health Centre
Upstairs Rooms 301-309

YOUR STAFF



Mike Fowler
Principal



Ros Jackson
Deputy Principal :
Staff Wellbeing



Marie Stribling
Deputy Principal :
Student Learning



Rowan Milburn
Deputy Principal :
Student Wellbeing



Suzanne Waters
Director of Students



Kathy Constable
Director: Learning
Enhancement & SENCO



Tracy Murphy
Year 9 Adviser



Anna Williams
Year 10 Adviser

Student Guide

Junior College 2019

Nau mai, haere mai, ki Te Puna Wai o Waipapa Welcome to Hagley!

Hagley is a great place. It is an all age community college. It is a multi-cultural community with a **strong whānau** and a large number of international students. It is a co-educational community in which equal opportunity is valued. Staff are all addressed by first name. We welcome back students who have been part of our College before and we extend a very warm welcome to our new students. The good news is there are many new students so you don't 'look new' as you might at other schools. People come here from all parts of the city and all sectors of the community. We expect every person on the campus to make sensible use of their time, respect the opinions of others and care for the facilities provided. We aim to provide an adult learning environment.

Beginning of the Year

This can be a difficult time for both students and staff! Please be patient and anything you are unsure of, please ask. **If you are lost or uncertain - go to the main reception area.**

Hagley Junior Graduating College

Contract of Learning

Your Contract of Learning was agreed to and signed when you enrolled. Below is a copy of the Contract of Learning which aims to provide you with the best opportunities to be a successful learner.

College Responsibilities

To support your learning we agree to:

- provide a safe learning environment
- provide expert teachers
- emphasise student-centred learning
- meet the National Curriculum
- extend your learning
- assess your needs
- monitor your progress
- measure your success.

Parent Responsibilities

To support your learning I/we agree to:

- create a learning environment at home
- encourage and supervise homework
- be positive about your learning
- be responsive to and supportive of the College.

Student Responsibilities

To support my learning I agree to:

- regularly attend my classes
- be on time
- be prepared with the correct materials
- respect others
- complete my work
- positively participate in my agreed programme of study.

Graduation

The Hagley Junior College is a two year college for students at National Curriculum Levels 4 (Year 9) and 5 (Year 10). It is a learning facility that specialises in student-centred learning strategies. Its goal is to make students successful learners and prepare them for advanced study in secondary education and beyond.

All programmes of study have points which students gain through achievement. You will accumulate points over the year. To graduate you will need to have acquired a set number of points in your first and second year of study. The minimum number of points for graduation each year is 600.

Each successful student will be awarded a graduating 'Diploma in Learning'. This diploma will demonstrate that every student graduating will have reached a level of learning to successfully equip them for advanced study in the Senior Secondary College.

College Goals

Our goals for you are to:

- fully complete your programme of study
- graduate with a minimum of 60% of the available credits
- successfully prepare you for National Qualifications
 - continue your education in the Senior College of Hagley Community College
- produce a student of whom we are proud.

Parent Goals

My/our goals for you are to:

- do your best in your learning programme
- enjoy your learning at Hagley
- feel safe and secure while at the College
- be proud of what you achieve
- graduate from Hagley Junior College.

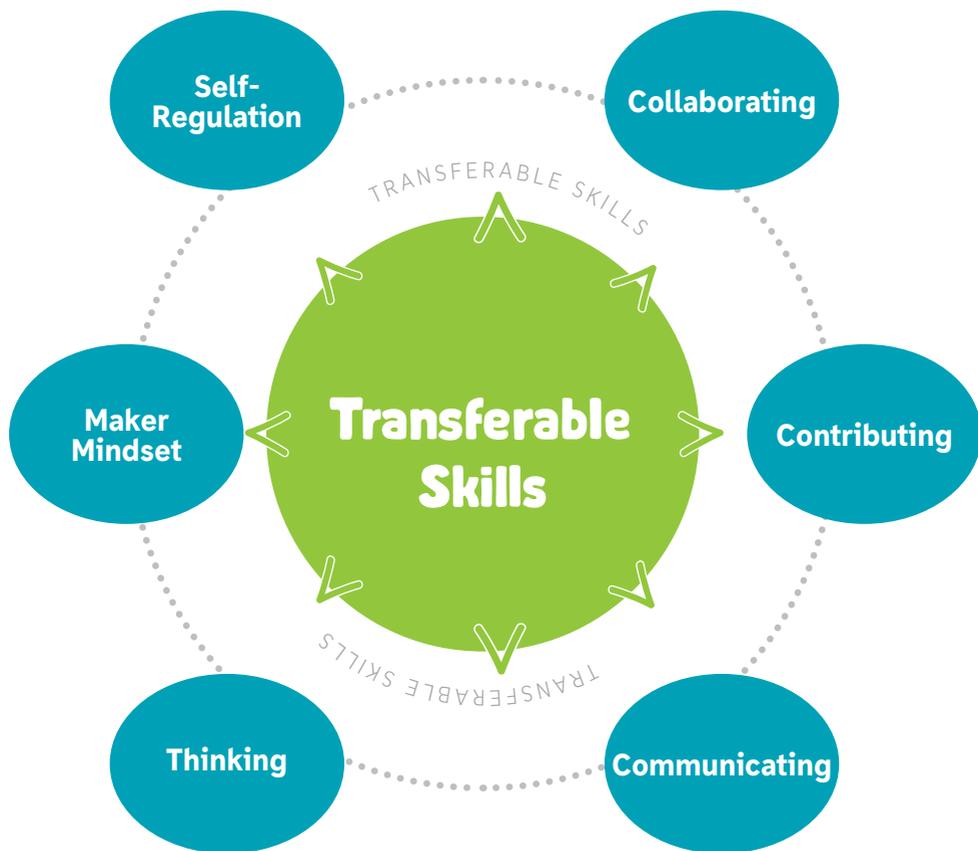
Student Goals

My broad goals are to:

- be a successful learner
 - graduate with a Diploma in Learning from Hagley Junior College
 - take advantage of the opportunities at Hagley and to make a genuine effort in them
- feel proud of what I achieve.

Te Putanga ("The Emergence")

This is the system we use in the Junior College to assess and report on your progress in the transferable skills:



At Hagley We Value



Mana RESPECT

FOR HAGLEY STUDENTS, THIS MEANS

- Accepting others for who they are
- Understanding how others feel
- Appreciating others
- Being polite
- Treating others and the environment with care
- Treating everyone equally and fairly
- Being kind
- Showing gratitude
- Helping others
- Empathy
- Acknowledging people
- Being open minded
- Standing up for others
- Caring for others' personal space and property
- Accepting people's differences

*Mana is the relationship of mutual respect between the **uakana** and **taina**.
Whoa (wea) is the colour of the **rangaitira** (leader), representing **mana**.*



Tika INTEGRITY

FOR HAGLEY STUDENTS, THIS MEANS

- Doing the right thing
- Stepping out of your comfort zone
- Not mucking around
- Honour
- Having high standards
- Taking care of the moment
- Self-belief
- Sticking to your morals
- Honesty
- Doing what is right even when no-one is watching
- Sticking up for friends
- Being trustworthy
- Being responsible
- Doing something that benefits someone else rather than yourself
- Perseverance

*Tika is to be correct, when something is the way it should be.
Pango (black) traditionally represents the workers, or in this case the day to day values that keep us grounded.*



Whakamarumaru

RESPONSIBILITY

FOR HAGLEY STUDENTS, THIS MEANS

- Respect for self and others
- Looking after your own and others' property
- Being ready
- Owning up to your actions
- Getting things done
- Being a role model
- Being on time
- Being prepared
- Self-management
- Getting enough sleep
- Making your own decisions with respect and integrity
- Supporting others
- Looking after yourself
- Having a positive attitude

Whakamarumaru means 'to cause steady, the tukara protects the taha, helping it grow. Pounamu (dark green) is the colour of the tukara (older) fern as it shelters the taha fern below.



Whakawhirinaki

TRUST

FOR HAGLEY STUDENTS, THIS MEANS

- Someone is there for you
- Fulfilling promises
- Believing someone will catch you when you fall
- Knowing that someone will have your back
- Respecting people's privacy
- Keeping secrets
- Being loyal
- Communicating
- Believing in those around you
- Being faithful
- Being reliable
- Sharing
- Friendship

Whiriraki means 'to lean upon', the taha relies upon the tukara to provide support. Kākāriki (green) is the colour of the taha (younger) fern's leaves as it grows upwards.

Student Activities

Young Leaders @ Hagley

We run a Senior and a Junior Young leaders group. Students have the opportunity to participate in a range of leadership roles within Hagley and in the wider community. This provides you with skills & experience beyond the classroom and looks great on your CV too!

- Represent the views of students
- Inform students on matters that are of concern to them
- Establish networks to receive advice and evaluation from students via the Council
- Undertake projects that the Council will select each year.

Students interested in participating in the Young Leaders @ Hagley should contact Rowan Milburn or Tina Munro.

Clubs & Activities

Sign up for clubs & activities in the cafe annex during orientation week.

Sports and Recreation

Sports teams at Hagley develop in response to student interest as well as staff expertise and availability. All students up to the age of 19 are encouraged to join a sports team.

Athletics and cross-country sport days are held annually.

We have a Sports Co-ordinator who supervises the gymnasium at lunchtimes and intervals for recreation or sporting competitions. Students can also borrow equipment for lunchtime use, e.g. touch rugby balls, volley balls, basketballs.

Adult students can participate in all lunchtime competitions. Check with the Phys Ed staff.

If you are keen to help with coaching or transport for adolescent students let them know that too.



Charlotte James
Student Rep

Student Representative on the Board of Trustees

In September of each year elections are held for a Board of Trustees student representative. Students on the current roll under 19 and from Year 10 up are eligible to be nominated and to vote.

Your student representative for 2019 is Charlotte James.

You can read more about Charlotte at www.hagley.school.nz/about/board-of-trustees/

Clubs & Activities for 2019

This list may change as new clubs & activities are added. Keep an eye on student notices for any changes.

You can sign up for these on orientation.

Club/Activity	Teacher in Charge	Day	Time	Venue
Maths Tutoring	Angela	Tuesday	Lunch	403
Juggling Club	Angela	Monday	Lunch	Gym 2
Horticulture Club	Carol	Monday	Lunch	Hort Shed
Chess Club	Tony	Wednesday	Lunch	Rm 306
Junior Young Leaders @ Hagley	Tina	Wednesday	Lunch	Rm 301
Young Leaders @ Hagley	Rowan	Tuesday	Lunch	Rm 301
Creative Writing	Faith	Thursday	3pm	W3
Environment Group	Dave	Thursday	Lunch	G4
Theatre Sports	Brendon	Wed / Thurs	Wed Lunch and Thurs 3pm	X8
CV help	Kim	Wednesday	Lunch	Careers Room
Learners licence help	Kim	Thursday	Lunch	Careers Room
Anime / Manga Club	Tina	Friday	Lunch	Rm 301
Book Club	Liz	Tuesday	Lunch	Library
Textiles tutorials	Robyn	Friday	Lunch	H2
Rainbow Diversity Safe Space/LGBTQ+	Leanne / Lisa	Monday	Lunch	Simpson House
Sport Summer & Winter	Clint and Mikey	Mon/Wed		
Kapa Haka	Chantelle	Thursday	Lunch	Whare
Organised Recreation	Mikey	Tuesday	Lunch	Gym 1
Debating		Thursday	Lunch	Rm 103
Afghani Womens Biking Club	Sarah	To be confirmed		
Board Riders Club	Kim	Tuesday	Lunch	Careers
Choir	Chantelle	Monday Wednesday	2:45pm 8:30am	X4

School Guidelines

The primary purpose of these guidelines is to provide students and staff with a safe and pleasant learning and teaching environment.

Dress

While acknowledging the right of students to dress individually, it is expected that all clothes worn are clean and in good repair. It is expected that clothing worn is suitable to be worn in an educational institution. There is a requirement that clothing is not too exposing and does not have pictures, designs or language displayed that is offensive to others. Students need to be aware that while the College does not have a problem with students with body piercings, some course providers and employers do. If you intend seeking placements on courses or work exploration you need to be mindful of this. **Please note:** the wearing of long studs as worn accessories is not acceptable at Hagley, and students will be asked to remove them. Shoes must be worn at all times.

Boundaries of the College

The supervision area includes all of the College and the surrounding streets (both sides) as well as the area of Hagley Park immediately opposite the College up to the edge of the hockey/cricket field. The pathway around the park is to be kept clear at all times for joggers etc. We supervise this area for your safety. For the purpose of these rules, the supervision area is considered part of the College. Junior students must not leave the College grounds during the school day unless for a pre-arranged appointment approved by a parent.

Physical and Verbal Violence

Physical or verbal abuse or intimidation of staff or students will not be tolerated.

Racial, Gender Orientation and Sexual Harassment

Hagley Community College provides an environment where harassment is neither tolerated nor condoned. Sexual harassment contact people are available to deal with concerns you may have in that area. The College also has a racial harassment officer.

See under Student Services for who to contact if you are being harassed.

Alcohol, Drugs, Solvents

The consumption, possession, supply or being under the influence of such substances is prohibited on the College premises, within the College vicinity, for all students travelling to and from the College, at College functions, and on College trips. The College's Well-being Team have a zero tolerance policy for such substances.

Theft

The theft of any property belonging to the College or individuals is a serious offence. If you have to bring something valuable to school hand it in to Reception for safe keeping.

Movement about the College

All movement in the grounds and within buildings is expected to follow common sense rules, e.g. observing "left hand" system in corridors. Cycles should not be ridden so as to endanger or inconvenience pedestrians. This applies particularly near the Pre-School and on blind corners. Cars must observe speed limits set and must not be driven in a way that would endanger others. Skateboards & scooters are not to be ridden on college grounds.

Emergency Procedures

You should read the instructions posted on the wall close to the door of each classroom you use. These instructions give details of the evacuation route you have to take and show the area you have to meet in after leaving the building.

Fire:

A continuous alarm bell will ring.

- 1 Follow the directions of your teacher.
- 2 Use the evacuation route for the classroom you are in.
- 3 Move quickly - do not stop or detour to collect personal items.
- 4 Stay in your class group at your assembly area. Sit on the ground at that point.

If the fire alarm rings at interval or lunchtime assemble on the front basketball court and wait for instructions from staff.

Earthquake:

Do not congregate near buildings where there is a danger of falling debris!

- 1 Take cover under a desk or reinforced structure.
- 2 Keep your back to any glass.
- 3 Crouch with your hands clasped on your head.
- 4 Stay inside.
- 5 After the earthquake follow the teacher's instructions and/or use the evacuation procedures posted on the wall.
- 6 If you are outside stay at least 30 metres away from the main block and make your way to the nearest assembly area.
- 7 Keep clear of broken or overhead power lines.

Attendance

As part of the acceptance of an enrolment into Hagley, students commit to full attendance in all of their programmes for the complete academic year. We are proud of our high attendance rate at Hagley

The expectation of our students is that you will be in class at all times, unless illness or other important circumstances prevent this. If you are absent for any reason a phone call must be made to the College on the day the absence occurs, you will also be required to bring a note written by your caregiver on the day you return to school. Your caregiver can then ring your tutor to discuss your attendance if they are concerned. The College will engage the services of the District Truancy Service if any student under the age of 16 absents themselves from school without reason.

Incentives and rewards such as Pizza with the Principal, run in Terms 2 & 3 to promote positive attendance within the College. Our Wellbeing Administrator, **Illa Russell** has responsibility for the College's daily attendance. She is located in Simpson House.

Absence

Adolescent students: If you are absent from the College, your parent/caregiver is to ring the College Hotline (379 3090 ext 1) on the morning of the absence and give your name, reason and how long you will be absent.

Information and Facilities

Student Cafeteria

The Cafeteria offers a full range of hot and cold food and refreshments.

Careers Centre

The Careers Centre is a student information and resource centre situated in the Student Centre. Here you will be given information and assistance with:

- career profiles and planning
- careers information
- Gateway
- study skills
- career counselling
- tertiary education information
- QUEST database/CareerQuest
- STAR courses
- computer interest and ability assessment
- curriculum vitae
- NZQA Framework Explorer
- Student Allowance
- work exploration
- job vacancies and applications
- Teachers College and university applications
- scholarships
- Youth Training and TOPs courses.

Computer Access

You will be issued with a user name and password to enable you to access your own file storage space on the Hagley network. Your teachers will show you how to do this. All students have their own email account. Your email address is: `firstname.lastname@student.hagley.school.nz`.

The Library classroom is available for student use between 8.30am and 4pm Monday to Friday, before school, at interval, lunchtimes and after school.

Digital Citizenship Agreement

Every user of the College computers, devices or accessing the college network/wifi agree to the terms of Hagley's Digital Citizenship Agreement. This agreement encompasses digital access, literacy, communication, security, etiquette, rights and responsibilities, commerce, health and wellness, and law. Appropriate behaviour is grounded in the values of respectfulness, accountability, positively represents yourself and the College, honesty and fairness. This is available from any College computer at log on.

CANDO Cards

The CANDO card is a student ID for full-time secondary school students which entitles the user to concessions. Students under 18 can use the card to get reduced fares on Christchurch Metro Public Transport Services. If you leave school or turn 18 the card becomes invalid for bus travel. Bus drivers have the right to confiscate the card if there is reason to believe that it is being misused. A student ID card is available for full-time Adult students.

Daily Notices

A daily notice is distributed each day. A copy is put on the main notice board and teachers read out the notices to each class. Remind your teacher if they forget! Listen for items of interest, assembly times, meeting times. If you wish to put an item in the daily notices hand it in at the Senior Leadership Team reception by 3.30pm the day before.

Disability Access and Facilities

The main block and the X-Block both have easy access for disabled people. A lift is available (see reception for access). Disabled toilets are signposted. Prefab classrooms have ramp access.

Enrolment Centre

Enrolment Centre staff will help you with course changes, timetables, payment of money, leaving certificates and many generalised enquiries where you just need help. Located in the main block, the Centre is open 9am-8.30pm Monday-Thursday, 9am-3pm Fridays. EFTPOS and credit card facilities available.

Gender Neutral Toilets

These are located in the technology block, ground floor in X-block, at the end of the 300 level corridor in the main building in Simpson House and in the Gym 2 foyer.

Lost Property

May be claimed from reception. The daily notice system may be used to advertise the loss of an item. Lost property will be held for two months.

Photocopier

A photocopy service is available in the Library. The photocopiers in the main block are for staff use.

Reports

You will receive a full report at the end of Term 2 and 3. There will a Meet the Teacher evening for parents and caregivers in Term 1 and a Report Evening in Term 3.

Library

The Library is open from **8:30am to 8pm Monday to Thursday and 8:30am to 4pm on Fridays**. You can borrow up to four books (books are issued for three weeks). It is important that you return your books by the due date as other students may be waiting for them.

The Library staff are happy to help you locate the information you may need for your course work.

Liz Jones is the Librarian. If you cannot find what you need, please ask!

- fiction and non-fiction books
- ebook collection
- easy readers
- information file
- daily newspaper
- scanner
- graphic novel and manga
- email
- access to EPIC databases
- large variety of magazines
- children's books
- colour photocopier and printer.

Transport

Bicycles:

All bicycles left in stands must be locked (hardened steel D-locks are recommended). Insurance against theft is strongly recommended and we suggest that you record the bicycle frame number so that it may be identified if stolen.

Learning Enhancement



LEARNING ENHANCEMENT AND SENCO DIRECTOR: [Kathryn Constable](#)

All students need to experience success in their learning. We provide many services for students who benefit from additional learning support, and by having teachers helping to enhance their learning programme to better cater to identified learning needs.

ACADEMIC DEAN: [Tracy Murphy](#)

Helps to identify and support students through extension of the curriculum and enrichment beyond it: stretching them in areas of strength and developing them in areas of weakness. This is coupled with support and guidance of all appropriate school personnel in meeting these students' needs.

ADDITIONAL LEARNING SUPPORT : [Kerrin Dawe](#)

To support students who have been identified as having additional education needs, including those requiring Individual Education Plans. Helping to provide a transition focus; including the development of supported learning standards and links into tertiary pathways.

DIAGNOSTIC ASSESSMENT:

Provides information pertinent to the educational needs of the student, and assessment for Special Assessment Conditions.

LITERACY: [SARAH PARDER](#)

Identifies student's literacy needs, providing appropriate support for students, and teachers of these students. Provides professional development of literacy across curriculum settings.

SPECIAL ASSESSMENT CONDITIONS: [Office Administrator : Michaela Heenan](#)

Candidates with Permanent or long-term conditions or learning difficulties, which will significantly impair their performance in specified external and internal assessments, may apply for Special Assessment Conditions'.

TARGETED LEARNING: [Ian Hegarty](#)

A curriculum and life-skills programme, providing a base as for students' inclusion into programmes delivered throughout the school.

Student Services



Anne Farrall
Nurse

Health Centre

The Health Centre provides a service for accidents, injuries or illness while at College. Here you can get information on:

- medical conditions
- doctor and dental appointments
- assistance for students with special medical needs
- drug and alcohol referral assistance.

We can offer financial assistance for further medical consultation in cases of financial hardship.

Counselling Services



Leanne Buchan
Counsellor



Michael Gilchrist
Counsellor



Jennifer Sanders
Counsellor



Louise Oskam
Counsellor



Illa Russell
Wellbeing
Administrator

Hagley is a diverse community and we support and encourage students to be their authentic selves. If you have worries about any issues facing you, your family or friends, such as anxiety, depression, stress, eating problems, alcohol and drugs, bullying, making friends, sexuality or gender related issues or anything else, we are happy to help you discover ways to resolve these in a safe and confidential environment.

Michael Gilchrist, Leanne Buchan, Jennifer Sanders and Louise Oskam are the counsellors this year. If you wish to see a counsellor, go to Simpson House between H2 and O blocks. If a counsellor is available they can see you straight away, or you can make a time with the Wellbeing Administrator who works out of Simpson House. You can also now text the counsellors on the following numbers to make an appointment time:

Michael: 021 1916 043

Leanne: 021 1939 705



Donna Steel
Year Advisers'
Administrator

Year Advisers' Administrator

Students who have concerns with any area of their schooling and wish to see a Year Advisor can make an appointment through Donna Steel in the Student Wellbeing Area in the Main Block.

Harassment

Hagley College provides an environment where harassment of any kind is neither tolerated nor condoned. If you are being bullied report this to a teacher, your Year Advisor, Director of Students or the Deputy Principal : Student Well-being, and your complaint will be dealt with.

Our Board of Trustees has a policy on Harassment which protects everyone who works or studies at Hagley. This includes all students, teachers and employees. Harassment is unwelcome behaviour which can interfere with the teaching and learning processes or the work of employees.

No person at Hagley has to put up with any bullying, harassment or discrimination because of their sexual orientation. If this is happening to you, contact Rowan Milburn or a Sexual Harassment Officer with responsibility for supporting gay, lesbian or transgendered members of the community.

We have students from all over the world. No student should suffer any form of harassment because of their ethnicity, the colour of their skin, or their religious beliefs.

You do not have to feel unjustly treated at Hagley by another student, or staff member.

You have the right to feel emotionally and physically safe at all times. If you feel you are not being treated fairly we have a complaints procedure that can support you to resolve this. To find out the procedure contact either one of the counsellors, the Deputy Principal : Student Well-being or one of the Year Advisers.

The same applies to cyber bullying if you are receiving threatening or abusive messages on any platform report this to the police if it is from a non Hagley person or in the first instance your Year Adviser.

Cyber Bullying

We treat this bullying very seriously. If you are receiving abusive or threatening texts, messages on Facebook or any social networking site, you are to report this to Suzanne Waters.

KETE WANA BY BLOCKS AND OPTIONS 2019

Option 6

BLOCK 1: 4 FEBRUARY – 17 MAY	BLOCK 2: 20 MAY – 23 AUGUST	BLOCK 3: 26 AUGUST – 5 DECEMBER
Science of Food	Art of Science & Science of Art	The Science of Light & Sound
The Light Show	The Light Show	The Light Show
Creative Media Magic	Creative Media Magic	Creative Media Magic
Rise & Shine – Food for Life	Rise & Shine – Food for Life	Eat Well, Feel Fantastic!
Code ++	Code ++	RoboMission
Make It, Move It	Robo Challenge	Make It, Market It
Mini Maestros - Year 9	Mini Maestros - Year 9	Handel to Hendrix - Year 9
Spanish 1	Spanish 1	Spanish 2
Stylised Theatre and Flash Mob – Year 10 Drama	Stylised Theatre and Flash Mob – Year 10 Drama	Stylised Theatre and Flash Mob Part 2 – Year 10
Let's Dance - Year 10	Dance Around the World - Year 9	Get Your Move On! - Year 9 and 10
Radio with Pictures - Year 9	Junior School Shorts - Year 10	Junior Blockbuster - Year 9 and 10
Gods, Heroes, Monsters	Female Leaders of the Ancient World	Ancient Warriors in Battle
Money Makes the World Go Round	Market Fair	Market Fair
Digit-Start-Up	Digi-Bytes	Reach!!

Option 7

BLOCK 1: 4 FEBRUARY – 17 MAY	BLOCK 2: 20 MAY – 23 AUGUST	BLOCK 3: 26 AUGUST – 5 DECEMBER
The Magic of Mathematics	The Art of Secrets	Mathematics for Makers
Te Whenua – Reo Māori 1	Te Whenua – Reo Māori 1	Te Rangī – Reo Māori 2
NZ Sign Language 1	NZ Sign Language 1	NZ Sign Language 2
Hard Out	Hard Out	Hard Out ++
Living the 'Pai Life'	Living the 'Pai Life'	Living the 'Pai Life'
Do the Duke!	Do the Duke!	Do the Duke!
Fashion - Make It, Wear It!	Deconstruct/Reconstruct	Colour It/Print It - Creative Textile Craft
How About Art?	How About Art?	How About Art?
Eat Well, Feel Fantastic!	Eat Well, Feel Fantastic!	Taste It Forward – Sensory Food Analysis
Synergy Architecture	Architecture - Bridge Construction	Architecture - Compact Living
Taonga Tech Jewellery	Taonga Tech Jewellery	Taonga Tech Jewellery
Yeah Tenors! - Year 10	Yeah Tenors! - Year 10	Write to Rock - Year 10
Because! Year 9 Drama	Because! Year 9 Drama	Because! Year 9 Drama – Part 2



How were your efforts last term?

Rate yourself for last term for each subject: **A-Always** **B-Usually** **C-Sometimes** **D-Not Yet**

	Math	English	Science	Soc Sci	Health	PE	Kete Wana	Kete Wana
I was focused in class								
I completed the set work								
I asked for extension work								
I gave my best effort								
I complete the set homework								
I asked questions to better understand								
I talked with my parents about my learning								
I had positive attitude to my learning								
I stowed a positive behaviour								
I respected the learning of others								
I pulled my weight in group work								
I helped others with their learning when I could								
I took opportunities to be a leader in the class								
I got involved with clubs and/or sports teams	Yes:	Which ones?						No

What are TWO THINGS you will do THIS TERM to help improve in each subject?

Math	
English	
Science	
Social Sci	
Health	
PE	
Kete Wana	
Kete Wana	
Clubs/Sports	

How were your efforts last term?

Rate yourself for last term for each subject: **A-Always** **B- Usually** **C- Sometimes** **D- Not Yet**

	Math	English	Science	Soc Sci	Health	PE	Kete Wana	Kete Wana
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I completed the set work								
I asked for extension work								
I gave my best effort								
I complete the set homework								
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I talked with my parents about my learning								
I had positive attitude to my learning								
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I pulled my weight in group work								
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I took opportunities to be a leader in the class								
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Kete Wana	
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I helped others with their learning when I could								
I took opportunities to be a leader in the class								
I got involved with clubs and/or sports teams								
	Yes: Which ones?							No

What are TWO THINGS you will do THIS TERM to help improve in each subject?

Math	
English	
Science	
Social Sci	
Health	
PE	
Kete Wana	
Kete Wana	
Clubs/Sports	

A Checklist to See How On Track you Currently Are...

Many factors will contribute to your success at school but the most important ones depend on YOU!

Your attitudes to people and learning are very important to your success. Good marks are important but you don't have to be an Einstein to be a successful LEARNER!

How far down the track have you come already?

Read through the following list and answer YES, SOMETIMES or NO to each:

I am well organized	
I listen carefully to instructions	
I enjoy most school activities	
I have a place at home to study	
I complete my work on time	
I receive help from my family when I ask them	
I read lots of books	
I make an effort to produce a good standard of work	
I enjoy working with others	
I enjoy talking with others	
I help school friends if they ask me	
I ask questions in class when I'm not too sure about something	
I keep up with what's happening in the world around me	
I have set some goals for this year	

If most of your responses are YES, then you are generally well organized, enjoying school and on track.

Areas I need to work on and improve:

My Personal Brain Fitness Plan

To make sure my BRAIN is working the BEST it can , I will:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

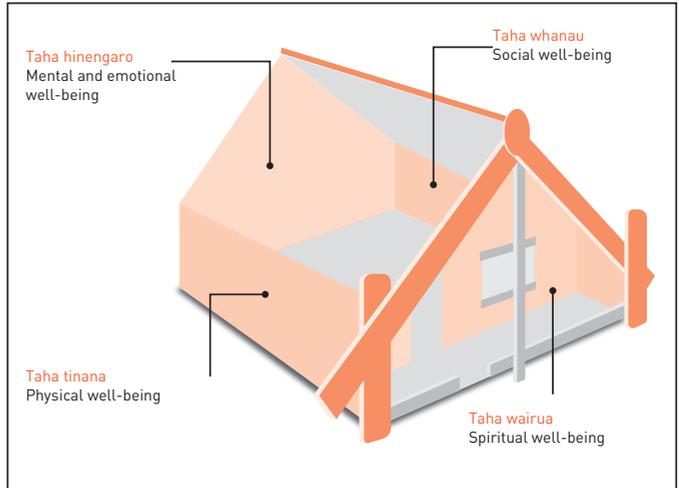
Getting the Most Out of Your Super Powers

Strengths	Thoughts	Words	Actions

TE WHARE TAPA WHĀ MODEL OF HAUORA

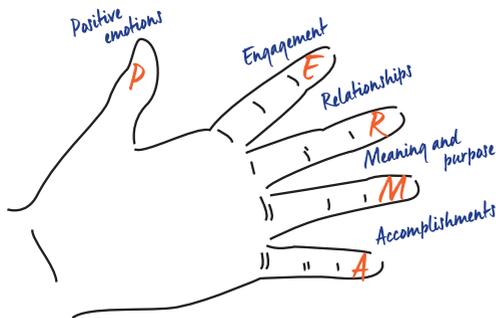
Mason Durie (1994) developed Te Whare Tapa Whā to show the importance of the four aspects of health where each wall is essential to making a sturdy and resilient house, all built on te whenua.

We can use this model to reflect both on individual wellbeing and the hauora of groups and communities we are part of.



PERMA THEORY OF WELLBEING

Martin Seligman (2011) developed a PERMA model for wellbeing.



We can use this as a way to quick-check the balance of different aspects of our lives, and identify where a shift in focus might be beneficial to our wellbeing. Using the framework of the PERMA model can be useful for reflection and goal-setting.

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MĀTAURANGA
WISDOM &
KNOWLEDGE

HAUTOA
COURAGE

TIKA
JUSTICE

Auahatanga
Creativity

Māia
Bravery

Tōkeke
Fairness

Mahira
Curiosity

Pononga
Honesty

Rangatiratanga
Leadership

Rata ki te Ako
Love of
learning

Manawanui
Perseverance

Ohu
Teamwork

Whakataurite
Perspective

Wana
Zest

Whakataunga
Judgement

Ngā P o te T Character

IRA TANGATA
HUMANITY

MAURUTANGA
TEMPERANCE

IHO MATUA
TRANSCENDENCE

Atawhai
Kindness

Murunga
Forgiveness

Whakamiha o te rerehua
me te kounga
Appreciation of beauty
& excellence

Mōhiotanga
ā-pāpori
Social
intelligence

Whakaiti
Humility

Whakawhetai
Gratitude

Aroha
Love

Tūpato
Prudence

Tūmanako
Hope

Mauri tau
Self-regulation

Whakakata
Humour

Wairuatanga
Spirituality

ūkenga 'angata Strengths

WAIARO WHAKATIPU - GROWTH MINDSET

Carol Dweck (2006) identified that adopting a growth mindset can have a significant impact on learning, motivation and achievement. A growth mindset is a belief that skills can be learned and intelligence can be developed.

A growth mindset may seem more familiar on the sports field, but research shows the benefits of transferring this attitude to academic and other areas. We seek to intentionally frame challenges as opportunities to learn rather than seeing them as threats, and to see failures as interesting, informative, and motivating rather than discouraging.

Motivation can be damaged when we have not had experiences of success

and we come to believe that failure at a task is a fixed state. Fixed mindset thinking can also be damaging for people who are used to easy success when they first meet a setback or challenge that requires hard work.

It can be helpful to reframe and embrace feedback, challenge, setbacks, hard work. You can promote a growth mindset by prompting your children to adjust their language:



RATHER THAN **TRY**

I'm great at this. >> *I'm on the right track here.*

I can't do this. >> *I'm going to train my brain to do this.*

Tē taea. >> *Ka taea e au tēnei ako.*



NGĀ PŪKENGĀ O TE TANGATA - CHARACTER STRENGTHS

We look at character strengths according to a framework developed by Christopher Peterson and Martin Seligman (2004). Their work outlines the benefits of focusing our attention on strengths rather than weaknesses. The approach is not about identifying fixed personality traits, but seeing aspects of character as similar to muscles that can be developed and strengthened. Research shows that both knowing and deliberately using character strengths to meet challenges can increase individuals' positive emotions and have a preventive effect on mental illness.

A strengths focus also helps to develop a positive environment and can contribute to feelings of happiness and building relationships, which in turn ties back to different aspects of the PERMA model.

Some of the ways we use character strengths include identifying which strengths are currently our strongest (signature strengths), using signature strengths to gain leverage on meeting a challenge, choosing a lesser strength to develop, and recognising the use of strengths in ourselves and others. For example, being aware of overusing various strengths and reframing unhelpful habits is shown to be a strategy that enhances wellbeing and academic progress for students who struggle with perfectionism.

For a snapshot of your present strengths, you can do a VIA Character Strengths assessment through the www.allright.org.nz website.

2019 KEY DATES

Wednesday	19 JAN	Catch Up College Intensive
Friday	25 JAN	Teacher Only Day
Monday	28 JAN	Course Confirmation Day (Returning Year 12 & 13 Students)
Tuesday	29 JAN	Enrolment Day 09.30am - 2:30pm 5.00pm - 6.30pm
Wednesday	30 JAN	Year 9 Welcome & Orientation
Thursday	31 JAN	Year 10 & 11 Welcome & Orientation
Friday	01 FEB	Year 12 and 13 & ELL Welcome & Orientation
Monday	04 FEB	Normal Timetabled Classes Classes start from 08.30am for all students
Wednesday	06 FEB	Waitangi Day (School Closed)
Wednesday	13 FEB	Results deadline for Sem 1 Uni entry
Friday	12 APR	End of Term 1

Monday	29 APR	Beginning of Term 2
Monday	03 JUN	Queen's Birthday (School Closed)
Friday	05 JUL	End of Term 2
Monday	22 JUL	Beginning of Term 3
Friday	27 SEP	End of Term 3
Monday	14 OCT	Beginning of Term 4
Monday	28 OCT	Labour Day (School Closed)
Friday	15 NOV	Canterbury Show Day (School Closed)
Friday	6 DEC	End of School Year



Inspiring futures | Transforming lives

Mā te huru huru te manu ka rere ai.

Just as feathers enable the bird to fly,
with the right preparation any task can be achieved.

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