

## HAGLEY'S STRATEGIC GOALS

Our strategic goals set out how we give effect to the priorities our school has collectively established and to the National Education Guidelines.

Our priorities are centred on realising our students' high levels of engagement and achievement; on achieving equity in educational opportunity; on developing transferable skills critical for developing learners who live, learn, work and contribute as active members of their communities; and on ensuring success for Māori as Māori. Our goals place an emphasis on the growth and improvement of our Hagley staff as a critical step in order to achieve our student-centred goals. Our goals also reflect our mandate and responsibility to act as a designated character school, meeting the needs of learners of all ages across our region.

Our goals are closely aligned to the National Education Guidelines [which include the National Education Goals, the New Zealand Curriculum and the National Administration Goals].

Each year, we undertake a collaborative process to review and set our goals so that everyone is informed and connected to them.

Our **goals** are:

1. Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley.
2. Increase students' engagement and achievement in their learning.
3. Enable students to effectively transition to further learning or their chosen pathways.
4. Build Hagley's bicultural partnership.
5. Enact Hagley's values.
6. Build Hagley as a strong self reviewing school.
7. Enact Hagley's role as a designated character school and as a regional hub; enact Hagley's Education Brief in its redevelopment.

## Strategic Goal 1

Enhance our students' sense of wellbeing so that they flourish at and beyond Hagley.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<ol style="list-style-type: none"> <li>1. We focus on our students' sense of turangawaewae, their sense of Hagley being their place where they feel good about themselves and feel comfortable about being here.</li> <li>2. We collect, analyse and act on data about all our students' wellbeing.</li> <li>3. We collect, analyse and act on data about our priority learner groups.</li> <li>4. Our staff take an active and personalised interest in each student and in their learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. The 2018 Year 11 well-being pilot has been influential on student wellbeing. This included positive education, health education and recreation. These initiatives introduced across the school at multiple levels.</li> <li>2. Professional development for teachers around positive education focused on character strengths and the PERMA<sup>1</sup> models of wellbeing has informed wellbeing developments.</li> <li>3. Revisions to the structure of our school day have been informed by our students' wellbeing needs, including the introduction of timetabled tutor time, as well as an extensive health / wellbeing / recreation programme for seniors.</li> <li>4. Wellbeing staff focus groups have been continued during 2018, including:               <ul style="list-style-type: none"> <li>○ Smokefree</li> <li>○ connecting with whānau</li> <li>○ student leadership</li> <li>○ student careers profiling</li> </ul> </li> <li>5. Attendance patterns have significantly strengthened in 2018 across all year levels: for example, the overall attendance rate was over 86%.</li> <li>6. We continued our growth of leadership opportunities, including:               <ul style="list-style-type: none"> <li>○ students attending local leadership events</li> <li>○ the student leaders group rebranded and refocused as 'Young Leaders@Hagley'.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. We develop major new wellbeing leadership roles: Senior Wellbeing Leader, Director of Students and Year Advisors.</li> <li>2. We provide opportunities for students to engage in wellbeing enhancing activities.</li> <li>3. We prioritise the development of the tutor role at all Year levels, including:               <ul style="list-style-type: none"> <li>○ Greater connection via tutors between home and student</li> <li>○ Recommendations and encouragement from tutors for Year 12 and 13 students to attend wellbeing modules</li> <li>○ Stronger tutor check processes to aid retention, so that students do not leave for weak reasons</li> <li>○ Strengthened goal setting, including co-constructed statements drafted by students and tutors</li> <li>○ A student / whānau / tutor academic conferencing cycle at Year 11 - 13 that:                   <ul style="list-style-type: none"> <li>▪ maximises the value of the tutor making connections across a student's academic programme</li> <li>▪ maximises the value of 2019 changes to school reporting</li> <li>▪ includes follow up with whānau to involve in conferencing</li> </ul> </li> <li>○ Positive education focus for all students, especially priority learners.</li> </ul> </li> <li>4. We continue to grow opportunities for students to engage and to be socially connected at Hagley, including:               <ul style="list-style-type: none"> <li>○ Young Leaders@Hagley Group aimed to appeal to a wider range of students</li> <li>○ a broad and diverse range of extra-curricular activities</li> <li>○ a diverse recreation programme, as well as education about healthy relationships and positive wellbeing scheduled throughout the school day.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. We develop and implement a coherent vision of student wellbeing, based on the belief that engagement is centred on students' wellbeing and involvement in their learning.</li> <li>2. We recognise that the data we need to focus on as a first priority is about how our students feel about themselves, about being at school and about their learning. Student voice, together with other data sources, thereby guides College-wide and individual staff actions to improve students' sense of wellbeing.</li> <li>3. We develop an environment which enhances students' and staff's feelings of safety and connection with each other.</li> <li>4. We collect and act on data around wellbeing iteratively, building and responding to a comprehensive long term picture of wellbeing at Hagley.</li> <li>5. Through our redevelopment, we create new initiatives to increase students' sense of wellbeing. These might include:               <ul style="list-style-type: none"> <li>• 'home bases' in learning hubs for students to enhance a sense of belonging;</li> <li>• staff working increasingly in</li> </ul> </li> </ol>

		<ol style="list-style-type: none"> <li>5. Wellbeing focus groups are developed to include: <ul style="list-style-type: none"> <li>○ staff wellbeing</li> <li>○ Māori wellbeing</li> <li>○ positive messages and events.</li> </ul> </li> <li>6. We further refine our data gathering around student wellbeing, so that the focus is on gathering and responding to data linked to specific groups instead of more general cohort-wide patterns: <ul style="list-style-type: none"> <li>○ in 2019, a major wellbeing data gathering focus is on supporting and enhancing the work of tutors with their groups</li> <li>○ We gather and respond to data about our Māori students to enhance their sense of identity in our school.</li> </ul> </li> <li>7. We continue to develop the delivery models for our counselling services, including the expansion of our family and whānau outreach services.</li> <li>8. We build teachers' skills in restorative talk as a student management strategy, as one step to reducing the use of interventions such as fast track.</li> <li>9. We work with wellbeing leaders as we move into the design and procurement stages to realise wellbeing components in the Education Brief in the school redevelopment.</li> <li>10. We develop student awards and rewards across the school, particularly to reinforce our school values.</li> </ol>	<p>personalised mentoring roles where both wellbeing and learning are a shared focus;</p> <ul style="list-style-type: none"> <li>• learning spaces doubling as social and recreational spaces</li> </ul> <p>6. We develop increasing flexibility in how wellbeing services are provided to connect with and support all students, both at Hagley and in their own family settings.</p>
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## Strategic Goal 2

### Increase students' engagement and achievement in their learning.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<ol style="list-style-type: none"> <li>1. We take an active and personalised interest in each students' engagement and achievement in their learning.</li> <li>2. We collect, analyse and act on data about all our students' engagement and achievement in their learning.</li> <li>3. We collect, analyse and act on data about our priority learner groups.</li> <li>4. In order to build engagement and achievement, we prioritise transferable skill development [contributing / communicating / maker mindset / self regulation / thinking / collaborating].</li> </ol>	<ol style="list-style-type: none"> <li>1. There has been a major focus on whole school curriculum review work. This has included:               <ul style="list-style-type: none"> <li>○ a review and restructuring of our Year 9 and 10 curriculum</li> <li>○ Improving our timetable structure to deliver better learning outcomes for students with a unified Year 9 - 13 structure, greater levels of choice in both the junior and senior programme; an equitable curriculum across all learning areas aligned with what we are mandated to deliver under the NZC, particularly in art, performing arts and technology.</li> </ul> </li> <li>2. Key staff were engaged in a school visiting programme, both locally and nationally, to inform planning for building redevelopment with a focus on both models of pedagogy and on learning spaces which support the OECD's<sup>2</sup> seven principles of learning for the 21<sup>st</sup> century.</li> <li>3. We introduced Te Putanga<sup>3</sup> based on transferable skills to replace the junior credit system in order to promote more explicit teaching of transferable skills and more authentic reporting of outcomes.</li> <li>4. A shared solutions focus was introduced to the leaders group to help resolve curriculum review challenges, as well as to establish curriculum equity at Years 9 and 10 in the new timetable structure to be introduced in 2019.</li> <li>5. Two collaborative programme innovations (Te reo Māori/ English and Art/ Technology) have run successfully in 2018.</li> <li>6. Best practice workshops for subject leaders have focused on developing leaders' skills in analysing data to inform improved student outcomes. [see goal 6].</li> </ol>	<ol style="list-style-type: none"> <li>1. Our focus on 21<sup>st</sup> century learning and transferable skills includes:               <ul style="list-style-type: none"> <li>○ a move to create a more connected curriculum. This has involved reviewing the pilots we have implemented, with learnings applied to 2019 programme design and to our master planning about how to implement connected curriculum approaches in new buildings.</li> <li>○ Two connected learning classes at Year 9 are introduced.</li> <li>○ Kete Wana is introduced to offer students significant curriculum choice and expanded learning opportunities, particularly in Art, Technology, and Performance.</li> </ul> </li> <li>2. We further develop our learning enhancement model to support students across learning areas at all Year levels, particularly at senior level. PLD for teachers and learning assistants in 2019 is focused on building effective understandings for both teachers and learning assistants in their roles in effective differentiation.</li> <li>3. Across all levels, we encourage learning leaders teachers to explore appropriate opportunities for connected learning.</li> <li>4. We promote and develop e-learning across the school.</li> <li>5. We continue to grow curriculum leadership by strengthening the leaders' group, including:               <ul style="list-style-type: none"> <li>○ introducing a wider membership to include leaders working across the school in wellbeing, e-learning and specialist classroom teaching</li> <li>○ introducing a leadership inquiry focus [see goal 6]</li> </ul> </li> <li>6. We explore ways of aligning junior and senior programmes, particularly linked to specialist schools.</li> <li>7. We further our design of senior college programmes to have sufficient flexibility</li> </ol>	<ol style="list-style-type: none"> <li>1. We collect and act on data around engagement and achievement in an iterative way, building and responding to a comprehensive long term picture to improve engagement and achievement at Hagley.</li> <li>2. We develop successful lifelong learners who transition successfully into further learning or their chosen pathways. We develop these learners by focusing on the critical link between student wellbeing and student learning in order to create engagement and involvement in learning.</li> <li>3. Transferable skill development is a prominent focus in programmes across Hagley.</li> <li>4. Our curriculum and programme development evolves in innovative and responsive ways to meet our students' learning needs and to maximise our students' engagement with learning and achievement.</li> </ol>

	<p>7. A continuing school-wide focus on teaching as inquiry has continued, with many inquiries focused on school wide PLD <sup>4</sup> with meta-analysis informing next steps for the school PLD focus. There has been a focus on developing mentorship for curriculum leaders [see goal 6].</p> <p>8. In our move to 'de-silo', the introduction of cross curricular groupings in staff PLD has been well received.</p>	<p>to allow Hagley to continue to offer specialist schools where numbers are variable.</p> <p>8. We review and improve reporting at all levels, including how Te Putanga at Years and 10 is reported and how real time reporting can be best utilised. This also includes redeveloping reports to integrate transferable skills and subject specific skills.</p> <p>9. We work with curriculum leaders as we move into the design and procurement stages to realise the Education Brief in the school redevelopment.</p> <p>10. We continue an active programme of professional learning and school visiting to build our expertise and understandings in:</p> <ul style="list-style-type: none"> <li>○ innovative curriculum design</li> <li>○ pedagogical development</li> <li>○ flexible learning environments.</li> </ul> <p>11. To continue the 'de-siloing' process, we introduce a de-centralised model of PLD with teachers working in cross-curricular groups. [See goal 6]</p> <p>12. We further develop robust analysis and use of NCEA achievement data to improve student outcomes.</p>	
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### Strategic Goal 3

Enable students to effectively transition to further learning or their chosen pathways.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. We develop our delivery models, including our 'schools within schools' programmes, innovative subject contexts, vocational pathways and 'at risk' student mentorship models, to create opportunities based on students' needs, interests and goals.</p> <p>2. We build and enhance our diverse range of transition programmes, including:</p> <ul style="list-style-type: none"> <li>• CTC<sup>5</sup>, Gateway<sup>6</sup> and STAR<sup>7</sup> programmes</li> <li>• tertiary pathways programmes, including Catch Up College<sup>8</sup> and UC@Hagley<sup>9</sup>.</li> </ul> <p>3. We work with ITO<sup>10</sup>, business and tertiary providers to develop pathway programmes.</p>	<p>1. In partnership with kaiako and ākonga, the careers team supported and guided successful decision making for transition. This included developing stronger connections with tertiary providers, developing learner portfolios, and offering a wider range of STAR programmes.</p> <p>2. Following the introduction of 'fees free' tertiary study, we have worked with the University of Canterbury and other tertiary providers to establish a clear future for our tertiary pathways programmes.</p> <p>3. We have negotiated with the MOE<sup>11</sup> to find a solution in order to continue to offer Catch Up College.</p> <p>4. We have continued to look for opportunities to create pathways within Hagley which can lead into our specialist schools.</p> <p>5. We continued the high success rate in our tertiary pathways programmes, Catch Up College and UC@Hagley.</p> <p>6. We successfully transferred the UC@Hagley programme to be delivered on the University of Canterbury site.</p>	<p>1. We continue with current actions and strategies, which include:</p> <ul style="list-style-type: none"> <li>• programme developments including Life Beyond School and the revising of Employment Skills to make it a more cohesive programme</li> <li>• senior leadership, kaiako and whānau supporting the work of the careers team.</li> </ul> <p>2. As part of the curriculum review process, we look for opportunities to develop further pathways within Hagley which can lead into our specialist schools, tertiary pathways programmes and tertiary study.</p>	<p>1. We expand our NCEA<sup>12</sup> based and other pathway options offered at Hagley, aimed at both adolescent and adult learners.</p> <p>2. We establish Hagley as the secondary school through which adolescent and adult learners, who previously may have not considered further learning or tertiary study as options, have opportunities in Hagley programmes which lead them to successful transitions from secondary into tertiary learning or into other chosen pathways.</p> <p>3. Our curriculum profile reflects growth and innovation in its programme development at all levels, including the development of Hagley as a magnet school, for example in the creative studio and performance areas.</p> <p>4. We strengthen our partnerships with ITOs, businesses and tertiary institutions.</p>

## Strategic Goal 4

### Build Hagley's bicultural partnership.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<ol style="list-style-type: none"> <li>1. We build an environment which actively fosters and reflects biculturalism.</li> <li>2. We promote the normalisation of te reo Māori around Hagley.</li> <li>3. We actively mentor our Māori ākonga.</li> </ol>	<ol style="list-style-type: none"> <li>1. In 2018, we continued to implement our whole school language plan and promote the normalisation of te reo Māori around Hagley. Te reo greetings and everyday phrases have been used increasingly by teachers in class, as well as within all school occasions.</li> <li>2. We introduced a new course Ngā Miro e Toru <sup>13</sup>combining te reo Māori and English at Year 9 in 2018.</li> <li>3. We offered bicultural professional learning opportunities for kaiako, which has included te reo sessions for curriculum leaders.</li> <li>4. We involved our returning ākonga in our bicultural partnership. In mihi whakatau to start the year, our returning students in Years 10 and 11 formed the tangata whenua to welcome new students at mihi whakatau.</li> <li>5. We have continued to build our relationship with whānau through regular hui and other links.</li> <li>6. Our staff have demonstrated how they are aware and respectful of their ākonga reo, tikanga and world view through their curriculum choices and practices. Staff document these aspects as well as their professional commitment to biculturalism through their annual self-review documentation, the Window into Practice.</li> <li>7. Our values have been presented through a bicultural lens [see Goal 5].</li> </ol>	<ol style="list-style-type: none"> <li>1. We continue to develop te reo Māori as a main aspect of our curriculum, particularly at Years 9 and 10, leading to a strengthening of te reo courses in our senior programmes. Ngā Miro e Toru will continue into Year 10 in 2019.</li> <li>2. We continue to strengthen the involvement of ākonga in our bicultural partnership, ensuring we follow appropriate tikanga.</li> <li>3. We focus on acknowledging the identity and place of our Māori learners at Hagley, with a PLD focus for kaiako in this area.</li> <li>4. We continue to develop our bicultural partnership with a focus on: <ul style="list-style-type: none"> <li>• Māori ākonga wellbeing: <ul style="list-style-type: none"> <li>○ Connecting Māori students with school so they feel they belong, building and promoting their identity</li> <li>○ Aligning with wellbeing initiatives across the school</li> </ul> </li> <li>• Bicultural leadership reflected in: <ul style="list-style-type: none"> <li>○ key school events</li> <li>○ in Hagley's redevelopment, bicultural engagement with kaiako and community</li> </ul> </li> </ul> </li> <li>5. We continue to implement our te reo Māori plan.</li> <li>6. We draw on Ngāi Tahu to inform appropriate tikanga for our school redevelopment.</li> </ol>	<ol style="list-style-type: none"> <li>1. We recognise that a strong sustainable bicultural partnership starts with each of our kaiako making a personal commitment within their own professional learning and practice.</li> <li>2. Our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa is explicit in our work as a school.</li> <li>3. We work with Māori ākonga to raise their awareness of STEM<sup>14</sup> subjects and to address barriers to their participation and achievement.</li> <li>4. We live out our commitment to te Tiriti o Waitangi, particularly through how te reo Māori and tikanga are valued and promoted in the school.</li> <li>5. Our staff practise the tātaiako competencies, in particular whanaungatanga [actively engaging in respectful relationships with learners, and particularly Māori learners], manaakitanga [showing respect for Māori beliefs, language and culture], tangata whenuatanga [providing learning contexts where language, identity and culture are affirmed], and ako [reciprocal teaching and learning as part of their pedagogy].</li> <li>6. Our te reo programme development continues to maximise our students' engagement and achievement.</li> <li>7. In demonstrable ways across the College, it is clear that we value the culture, identity and language of all our students, and particularly Māori.</li> </ol>

## Strategic Goal 5

### Enact Hagley's values.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. Our staff and students define, enact and promote our values [whakawhirinaki - trust, mana - respect, tika - integrity and whakamaramaru - personal responsibility] so that they are part of the daily culture of Hagley.</p> <p>2. We make our values visible around Hagley and lift staff and student awareness about those values, particularly through how our staff and students interact with each other every day.</p>	<p>The process to build awareness and engagement with our values has continued successfully, achieved through the following actions:</p> <ol style="list-style-type: none"> <li>1. The continued implementation of the tuakana taina narrative around our values which has proven to be effective and understandable.</li> <li>2. Using a range of methods of bringing our values to life in ways that are meaningful for our students, so that they can relate to what our values look like around them every day.</li> <li>3. Staff have continued their own strategies for bringing our values to life both in their classrooms and around the school.</li> <li>4. The Tuakana Taina<sup>15</sup> Award has been developed and presented to one student at each year level who lives out our values. This prestigious special award is presented at our prizegivings, which means that our values have a significant place in our formal events too.</li> </ol>	<ol style="list-style-type: none"> <li>1. We continue with the actions and strategies successfully initiated in 2018, which include: <ul style="list-style-type: none"> <li>• continuing to bring our values to life in ways that are meaningful for our students</li> <li>• continuing to put a school values lens across our school systems. In 2019, we develop Te Putanga to incorporate the school's values.</li> <li>• consulting our students about what our values mean for them</li> <li>• continuing to use a range of awards and imagery around the school to promote our values, including their acknowledgement in school celebrations of student achievement.</li> </ul> </li> <li>2. We continue to present our values through a bicultural lens, which includes: <ul style="list-style-type: none"> <li>• referring to our values in reo Māori as well as in English</li> <li>• continuing to promote the tuakana taina narrative as a metaphor for understanding and living out of values with every year group and particularly Years 9 and 10.</li> </ul> <p>Our strategy with targets 1 and 2 is so that we gradually build a sense of ownership within students and staff as kaitiaki of our values.</p> </li> <li>3. We build a link between the tuakana taina symbol and the koru shape of our logos past and present, as well as synergies with our whakatauki, "ka puāwai te koru, ka puāwai te tangata", and links to the school's proud 160 year old whakapapa and mission, "lifelong learning that is accessible to all".</li> </ol>	<ol style="list-style-type: none"> <li>1. We continue to promote the understanding that Hagley's values are based on the relationships staff build with our students and that those relationships are the foundation of student wellbeing and learning.</li> <li>2. Through enacting our values, we make Hagley a turangawaewae for both the many students who start new at Hagley each year, as well as our returning students.</li> <li>3. In demonstrable ways across the College, our values of whakawhirinaki, mana, tika and whakamaramaru are given prominence.</li> <li>4. In demonstrable ways across the College, it is clear that we celebrate difference, individuality and diversity.</li> <li>5. In demonstrable ways across the College, it is clear that enacting our values brings to life our mission statement: "lifelong learning that is accessible to all."</li> </ol>

## Strategic Goal 6

### Build Hagley as a strong self reviewing school.

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<ol style="list-style-type: none"> <li>We engage in reflective evidence-informed practices to increase student engagement and achievement.</li> <li>We actively apply recommendations from the external agencies who review our work.</li> </ol>	<ol style="list-style-type: none"> <li>Inquiry has continued as a well established school-wide process. 2018 inquiry topics trends across the school include addressing diversity, class relationships, the transferable skill collaboration, raising achievement, self efficacy, using wellbeing strategies to support learning outcomes. School wide PLD focuses again influenced choice of 2018 inquiry topics.</li> <li>Cross curricular inquiry sharing was successfully introduced.</li> <li>Teachers have completed their key self review tool, the Window into Practice, drawing on multiple evidence sources and reflecting on improvements in their own practice. This process is central to teacher appraisal and attestation for meeting the practising teacher criteria. The provision of a well developed specialist programme for pre-certified teachers has continued.</li> <li>Appraiser- mentors have completed their WIPs<sup>16</sup> and are mentored through this process by members of the Senior Leadership Team. As part of their own appraisal, these appraiser- mentors (in most cases HODs) have presented summaries of their teachers' appraisals to the Senior Leadership Team.</li> <li>A meta-analysis of inquiry and appraisal has continued to guide the direction of college-wide professional learning and whole school improvement, which identified the need to strengthen mentorship for a small number of teachers.</li> <li>the Window into Practice tool has been developed to align with the new Code of Professional Responsibility and Standards for the Teaching Profession.</li> <li>Learning leaders have completed annual reviews of teaching, learning and assessment against indicators of best practice.</li> <li>Each major portfolio has completed an annual review of its key outcomes which are central to achieving our strategic goals.</li> </ol>	<ol style="list-style-type: none"> <li>We continue with our self review practices at all levels, which includes: <ul style="list-style-type: none"> <li>strengthening our appraisal processes, in particular the development of teachers' Windows into Practice</li> <li>Learning leaders' annual reviews have a strengthened focus on improving scrutiny of data. In this regard, consideration is to be given to a review the subject review process with NCEA assessment practice outcomes becoming audit summary items and a stronger focus on data analysis and on department PLD.</li> </ul> </li> <li>In regard to inquiry: <ul style="list-style-type: none"> <li>Learning leaders are refocusing their inquiries onto their leadership of their teams, examining practices that support improved teaching and learning.</li> <li>Consideration of placing the OECD's seven principles of learning at the centre of inquiries</li> <li>Meta-analysis feedback is given to curriculum leaders in order to continue to inform and strengthen their professional guidance, as well as support their work as inquiry mentors.</li> </ul> </li> <li>Senior leadership and curriculum leaders work together to implement action points identified through the appraisal process to improve self review across the school as well as individual teacher practice.</li> <li>ERO<sup>17</sup> Evaluation Indicators are used to further develop robust analysis and use of data to improve student outcomes and to reduce disparity for those at risk of underachieving.</li> </ol>	<ol style="list-style-type: none"> <li>We learn and move forward by reflecting honestly on our practice, acknowledging both our strengths and where we need to improve.</li> <li>Self review for improvement and accountability occurs at multiple levels as an integrated, iterative process.</li> <li>Our teachers' evidence gathering and review practices focus on improving student wellbeing and achievement.</li> <li>Our self review practices actively inform our work towards College strategic goals.</li> </ol>

## Strategic Goal 7

**Enact Hagley's role as a designated character school and as a regional hub; enact Hagley's Education Brief in its redevelopment.**

Under this goal, what were our targets in 2018?	Outcomes: – how did we go in 2018?	Annual 2019 implementation plan: – targets for 2019	Four year strategic plan
<p>1. We enact our designated character school mandate, acting as a regional education hub for students of all ages, staff, whānau and diverse communities.</p> <p>2. We act as a regional hub across the greater Christchurch network, particularly for learners who have experienced barriers that have prevented them from successfully engaging in learning.</p> <p>3. We take up opportunities to build partnerships with diverse communities in Ōtautahi and within the education network.</p> <p>4. We take up opportunities both regionally and nationally to lead and participate in research and to create new knowledge and practice about teaching and learning.</p> <p>5. We ensure our redevelopment enacts the Education Brief developed by our community to shape future education at Hagley.</p>	<p>1. We have continued to implement our designated character mandate in our enrolments and school operations.</p> <p>2. We have successfully concluded the TLIF<sup>18</sup> project on advancing academic literacy for those entering university.</p> <p>3. We have taken a leadership role in the Christchurch City Centre Learning Community Cluster and its professional learning initiative linked to diversity and inclusion. We organised and ran successful PLD events with Nathan Wallis, Paul Spoonley and a 'diversity in learning' PLD day.</p> <p>4. We have continued to support FORTE<sup>19</sup> and HALC<sup>20</sup> to deliver quality learning programmes for diverse learners across the wider region.</p> <p>5. We have continued to develop Hagley's role as a turangawaewae to support migrant and refugee learners and communities: <ul style="list-style-type: none"> <li>○ We presented a submission for the inclusion of the multicultural centre into the Christchurch City Council Long Term Plan</li> <li>○ We re-scoped and reduced the cost of the centre and integrated it with the Hagley redevelopments</li> <li>○ We commenced approaches to potential external funding partners.</li> </ul> </p> <p>6. Developing partnership opportunities with Metro from our respective redevelopments have been held over for 2018, due to extended timeframes for both redevelopments.</p>	<p>We continue with the actions and strategies from 2018, which include:</p> <p>1. Our active involvement in the roll out of Hagley's redevelopment: <ul style="list-style-type: none"> <li>○ Working with with master planners, project managers and MOE personnel through the 2019 design, procurement and initial construction stages.</li> <li>○ Focusing on student and staff wellbeing as we move into construction.</li> <li>○ Keeping our school community informed about the redevelopment.</li> </ul> </p> <p>2. Providing leadership for our Kahui Ako<sup>21</sup> of ten ECE<sup>22</sup> centres and four schools to develop achievement challenges.</p> <p>3. Continuing our leadership role within the Christchurch City Centre Learning Community Cluster.</p> <p>4. Continuing our successful hosting and support for Forte [ITM] and HALC programmes</p> <p>5. Seeking external support and funding from a range of sources for the Multicultural Centre to serve Christchurch's culturally and linguistically diverse communities.</p>	<p>1. We enact our mandate and responsibility to act as a designated character school, meeting the needs of students of all ages across our region.</p> <p>2. We enact our mandate and responsibility to act as an education hub for students, staff, whānau and communities across our region.</p> <p>3. Hagley is further established as the key regional provider offering a diverse range of programmes. We take up new opportunities, as well as refine or adapt current programmes and initiatives [Learning Communities, Forte, Van Asch, Adult Literacy Centre, Preschool, Tertiary Pathways], as well as introduce new initiatives.</p> <p>4. Our Education Brief is fully realised through Hagley's redevelopment.</p>

## GLOSSARY

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<sup>1</sup> PERMA model of wellbeing: Positive Emotion / Engagement / Relationships / Meaning / Accomplishments

<sup>2</sup> OECD: Organisation for Economic Cooperation and Development

<sup>3</sup> Te Putanga means 'the emergence'. In 2018, Te Putanga tohu [points] for transferable skills were used as the basis for Junior College Graduation

<sup>4</sup> PLD: Professional learning and development

<sup>5</sup> CTC: Canterbury Tertiary College, combining time at Ara and Hagley

<sup>6</sup> GATEWAY: Secondary programme that encourages ākonga to explore different employment/training options

<sup>7</sup> STAR: Secondary, Tertiary Alignment Resource. Ākonga explore different employment/training options

<sup>8</sup> Catch Up College: short duration Hagley course for students to quickly complete UE requirements

<sup>9</sup> UC@Hagley: Certificate of University Preparation [CUP] programme taught in partnership by the University of Canterbury and Hagley

<sup>10</sup> ITO: Industry Training Organisation

<sup>11</sup> MOE: Ministry of Education

<sup>12</sup> NCEA: National Certificate of Educational Achievement

<sup>13</sup> Ngā Miro E Toru means the three threads, symbolising Māori, Pākehā, and the emerging shared culture of Aotearoa. Name of an integrated Māori language and English course introduced at Hagley in 2018.

<sup>14</sup> STEM: Science, Technology, Engineering Mathematics

<sup>15</sup> Tuakana Taina: The symbol used to represent Hagley's values. The tuakana [the older koru fern] shelters and nurtures the taina [younger fern] as it grows and unfurls.

<sup>16</sup> WIPs: Windows into Practice [document used at Hagley to collate evidence for individual teacher appraisal]

<sup>17</sup> ERO: Education Review Office

<sup>18</sup> TLIF: Teaching, Learning and Innovation Fund

<sup>19</sup> FORTE: Forte Itinerant Teachers of Music unit based at Hagley serving Christchurch schools

<sup>20</sup> HALC: Hagley Adult Literacy Centre

<sup>21</sup> Kahui Ako: Community of Learning

<sup>22</sup> ECE: Early Childhood Education