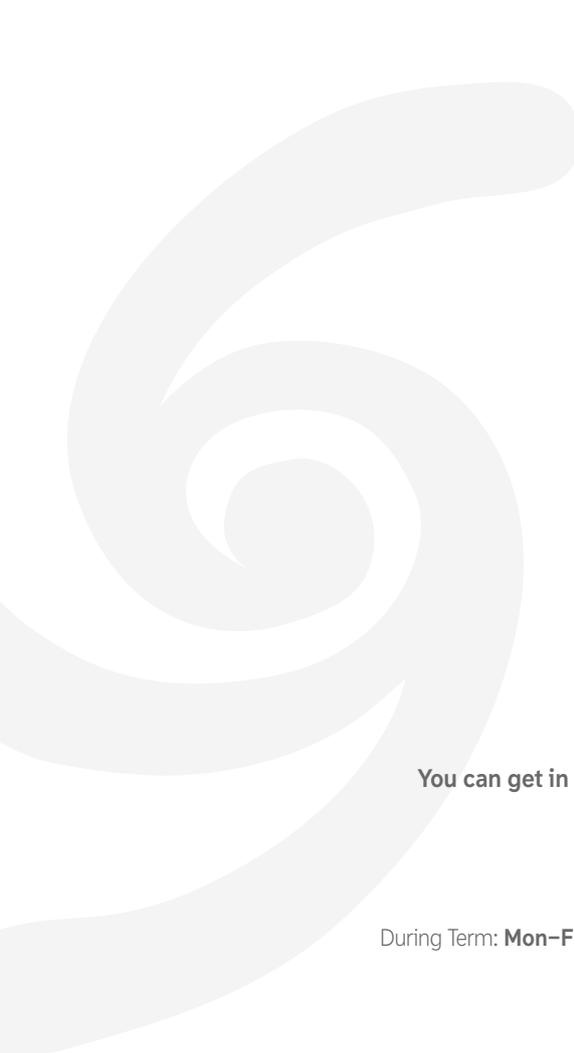




Junior College
LOOKBOOK 2020



Visit us online at
www.hagley.school.nz

NEED HELP?

You can get in touch with Lisa Amer, our Student Administrator, for any questions about enrolment.

03 379 3090 ext 884

lisa.amer@staff.hagley.school.nz

During Term: **Mon–Fri 8.30am–5.00pm** | School Holidays: **Mon–Fri 9.00am–4.00pm**

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2020 Junior College

PRINCIPAL'S MESSAGE



Kia ora tātou. Welcome to Hagley's Junior College!

What's important at Hagley, a school with a 160 year old history which makes it nearly as old as Christchurch itself?

Our values matter. Those values are seen in the relationships our teachers build with each of our students. It's how we treat our students that sets Hagley apart, valuing them as individuals – that is the Hagley way. What does that mean for our students? They feel that teachers are interested in them and care about their learning, they feel that they're experiencing success – and much more.

We're often asked, what makes Hagley different? We have a culture like no other.

No one wears a uniform and everyone's on a first name basis. But that's just for starters. Students come to Hagley because they're treated with respect, accepted for who they are as unique individuals. They know it's cool to be different!

We love our students aiming high and doing well. We believe there is no single stereotype for success. At Hagley being successful comes in many shapes and forms.

We want you to feel excited about coming here. We look forward to you being part of Hagley's 2020 Junior College!

Mike Fowler - Principal

A handwritten signature in black ink that reads "Mike Fowler". The signature is written in a cursive, flowing style.

Hagley is a

DESIGNATED CHARACTER SCHOOL

That means:

1. We're a designated character school established under Section 156 of the Education Act.
2. We act as a regional hub across Christchurch.
3. We provide students with a significantly different learning environment achieved through delivery models not offered in conventional high school settings. We offer a broad curriculum that allows students across Christchurch to access a relevant education designed around their individual needs.
4. Our designated character is lived out:
 - By ensuring the Board, staff, students and the culture of the school values trust, respect, integrity and personal responsibility
 - By being open for instruction between the hours of 8.30am – 9.00pm to enable access to education by adult students
 - By providing innovative learning programmes which:
 - include core curriculum, specialist pathways and collaboration with other regional groups
 - provide for full-time and part-time students who are based both on the Hagley campus and in collaborative learning experiences across the city
 - are for both adolescents (secondary students) and adults
 - provide for disengaged adolescent and adult learners, students with previously limited aspirations and for those who now want to engage with learning but are finding it difficult to do so.

What does our designated character status mean for you?

It's our job to find out if Hagley's special character will work for you. We need to know whether you meet these designated character criteria to ensure you are eligible to enrol at Hagley. Criteria are:

- You make a commitment to the College's values of trust, respect, integrity and personal responsibility
- You are willing to engage in Hagley's culture and environment by being adaptable, flexible and working collaboratively
- The College has confidence that you can be supported and that we can make a difference to your learning
- There is an identified and agreed programme of learning that meets your needs
- There is a place available for you in an identified programme of learning.





It's All About You...

When you enrol into the Junior College we like to make sure we are putting you in a learning environment that will enable you to achieve and exceed your goals and to have a great overall experience at Hagley.

With that in mind we have a great process and a range of support available throughout your Junior years. From the beginning we will talk with you to see where you will slot in best. You will have amazing wellbeing support from Tutors and Year Advisors.

1 Check In

We'll meet with you and your parents or caregivers to talk about your reasons for choosing Hagley.

We'll also use information from your current school as well as other sources to help decide if Hagley is the right place for you.

Hagley is a designated character school. You can read our designated character criteria on page 3.

4 Work On

You engage with your work in class and try out some of the extra things that the College provides.

Lots of opportunities exist to join sports teams, clubs and other activities that are all part of the fun at high school!

2 Sign Up

You set your learning goals and we all sign a contract to represent our commitment to your learning.

The Contract of Learning is signed by you, your parents and the College at your enrolment interview. This is a formal agreement explaining how everyone will support your learning.

5 Achieve Well

Student achievement in the transferable skills is recognised in regular reports home.

Our end-of-year Prize Givings celebrate student success across all learning areas and also within our School Values.

3 Get Support

A range of services exist at Hagley for students who require extra support with their learning.

Learning Enhancement

Learning Enhancement is integrated into all learning areas to ensure students are engaging and achieving well.

Junior Targeted Learning

A homeroom-based class for students with significant educational needs. It provides a very supportive and structured learning environment that focuses on building individual abilities.

Wellbeing

Form Tutors, Year 9 and 10 Year Advisors, Director of Students, Nurse and Guidance Counsellors all work to provide a safe and supportive environment for you. Any problems get dealt with quickly, sensitively and effectively.



**BRING YOUR
OWN DEVICE**

2020 BYOD

In 2020 we will be encouraging all students to bring their own electronic devices to school where possible.

Recommended specifications for BYOD and our Digital Citizenship Agreement can be found on our website:

www.hagley.school.nz/about/bring-device-byod/



**“ Hagley is
creative,
academic
and sporty
all together,
so you don't
have to focus
on just one.”**

Evie Jones - *Year 9 student 2019*
Came from Christchurch South Intermediate

“ I get good support for my dyslexia and it's easy to make friends. ”

Scott Kenton - Year 9 student 2019
Came from Sacred Heart School



Junior College Learning Enhancement

Supporting student learning in a way that respects them as individuals and makes learning accessible to all.

Learners who need support are at the heart of everything we do. To ensure all students are engaged and achieving, literacy is enhanced within the context of a student's individual learning needs and integrated within their classroom setting.

1

Students and their whānau, in collaboration with the school, contribute to outcomes that are important to them.

- Engaging in a personal enrolment interview
- Receiving support at key transition points within the college
- Building an ongoing relationship between the home and the school
- Recognising the need for an open and inclusive approach wherever possible.

2

To ensure all students are engaged and achieving we:

- Identify barriers to learning and wellbeing, and seek ways to ease stress and overload
- Provide inclusive support to enable all students to access the curriculum and to experience success
- Work with staff to identify potential barriers to learning and wellbeing and plan collaborative approaches that support all students
- Enhance learning by integrating literacy strategies, and monitoring progress.

3

Learning Enhancement offers a wide range of Learning Support services.

SENCO: Special Education Needs Co-ordinator

The contact point for family and whānau, outside agencies and in-school support — someone to go to for information and support.

Learning Support: Improving the education system for children and students who need additional learning support.

Learning Enhancement Teachers (LETs): Are at the heart of working to ensure that all students are successfully engaged and achieving, helping to design and deliver programmes.

GATE Co-ordinator: Students who are identified as gifted and talented are supported to achieve their full potential with an inclusive, individualised approach to extending their learning.

IEPS: Individual Education Plans to support students with high levels of need to join in and learn alongside other students.

Teaching Assistants: Working across a variety of settings, providing both learning and wellbeing support, on a daily basis.

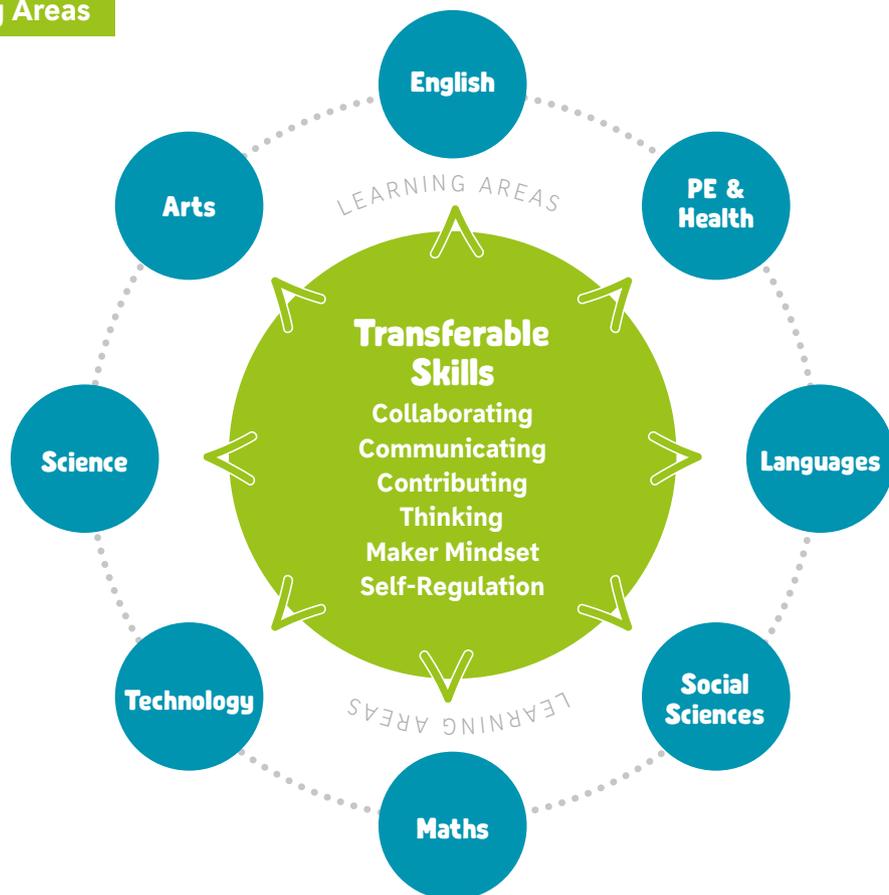
Targeted Learning Class: Seeks to support and enhance the academic and personal development of identified students, who need extra support for all or part of their day. This occurs within a safe learning environment using differentiated literacy and numeracy programmes and specialist classroom strategies; inclusion into programmes within the college, using student's identified strengths.

Learning in the Junior College

Transferable Skills and Learning Areas

The Transferable Skills Framework which we have developed at Hagley has strong links to the key competencies of the NZ curriculum.

Within the eight learning areas of the curriculum there is an emphasis on students becoming more effective learners through developing these transferable skills while, at the same time, learning new knowledge.



Hagley College Values

*Special awards at
our end of year
Prize Givings
are awarded to
students living
and portraying
our Values
throughout the
year.*



Tuakana-Taina

The story behind Hagley's values.

Our school values at Hagley are represented by this koru symbol. The **tuakana** (*older koru fern*) shelters the **taina** (*younger koru*) as it grows and unfurls.

With these values in place, the taina of today will become the tuakana of tomorrow.



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 shade'; the tuakana protects the taina, helping it grow.
Pounamu (dark green) is the colour of the leaves of the tuakana (older) fern as it shelters the taina fern below.*



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 tuakana and taina.
Whero (red) is the colour of the rangatira (leader), representing mana.*



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

Being loyal

Communicating

Believing in those around you

Being faithful

Being reliable

Sharing

Friendship

*Whirinaki means 'to lean upon'; the taina relies upon the tuakana to provide support.
Kākāriki (green) is the colour of the taina (younger) fern's leaves as it grows upwards.*



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.*

English



To be part of our rapidly changing world we need to know how to understand and question the written, spoken and visual messages that surround us.

Learn to read, evaluate and respond to a range of texts.

Express your own ideas by constructing written, spoken and visual texts.

Social Sciences



The Social Sciences are about how societies work and how you can participate as a critical, active, informed, and responsible citizen. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Teachers and students work together to create learning programmes that enable you to learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. Develop understandings about how societies are organised and function and how the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. Explore how others see themselves, clarify your own identity in relation to your particular heritages and contexts.

“**Teachers at Hagley treat you like a person, not just like a student.**”

WhunnDaa Taia-Gempton - Year 9 student 2019
Came from St Anne's School



Health

Health is learning about how to holistically improve your hauora/wellbeing.

It is all about learning to positively address issues that we all face, and developing decision making skills and strategies to manage challenging situations. Health means more than just having a healthy body; it's about choices, relationships and wellbeing.



What is Health like in Year 9?

- Understanding wellbeing
- Strengthening relationships
- Sexuality education
- Smoking and cannabis awareness.



What is Health like in Year 10?

- Alcohol and other drug education
- Sexuality education
- Resiliency
- Hauora and identity.

Reo Māori me ōna Tikanga



Nau mai, haere mai ki te ao Māori! An introduction to the Māori world focusing on reo (language) and also covering tikanga (protocol) and kōrero tuku iho (mythology and history).

Learn basic phrases and sentences, aspects of Māori culture, the meaning of place names around Aotearoa, and start to view the world from another perspective.



“ Hagley
breaks the
stereotypes
of typical
high school.”

Devon Neale
- Year 9 student 2019
Came from Seven Oaks School

Maths

Maths is one way of making sense of the world in which we live. It gives us the tools to break complicated problems into manageable steps and describe abstract problems in concrete ways.

We explore patterns and use relationships to investigate real life situations and puzzles. We learn about the five key areas of maths: number, algebra, geometry, measurement and statistics.

In Maths we:

- Create models and use these to make predictions about the future
- Find general or specific solutions, estimate answers and calculate precisely depending on what a problem calls for
- Communicate your thinking clearly using symbols, graphs and diagrams.



What is Maths like in Year 9?

Reviewing and building on all the key areas of Maths that you've learned previously.



What is Maths like in Year 10?

A look at Maths in a range of meaningful contexts, where you will be engaged in thinking mathematically and statistically as we prepare for NCEA Maths. You will attempt NCEA Achievement Standard 1.11 Statistics in Term 4 to help prepare for their studies in Year 11.

Science

Science is the study of the natural world, based on facts discovered through experiments, observation and working as a team to learn about everyday life.

You will learn to think and behave like a scientist by working on five key skills and capabilities; gather and interpret data, use evidence, critique evidence, interpret representations and engage with science.



What is Science like in Year 9?

- Thinking and investigating like a scientist
- Exploring family's history or whakapapa and representing this data
- Using evidence to explain Science ideas
- Investigating Science in our homes
- Evaluating data about our world and beyond.



What is Science like in Year 10?

- Investigating evidence on climate and Science behind feeding the world
- Engaging with latest science on fuels and energy sources
- The Scientific Method using elite athletes as a focus point
- Looking at bias created by using scientific language in the media
- Investigating and collecting evidence for a Hagley Science Fair project.



**“ Teachers
are not too
strict but
you still
have to do
your work.”**

*Geordan Day - Year 9 student 2019
Came from Waltham School*

Physical Education

Physical Education is all about recognising the importance of being active.

Physical Education in Year 9 and 10 has something for everyone; it will help you stay active and build positive relationships with others. Through a variety of activities you learn new skills, gain confidence and have fun.



What is PE like in Year 9?

- Adventure-based learning/trust and confidence building
- Adapted minor games
- Cross country
- Learning game strategies
- Circo arts
- Track and field events
- Team sports including hockey, korfbal and ultimate frisbee
- 'What's your flava?' – games from around the world.



What is PE like in Year 10?

- Improving communication and cooperation
- Rock climbing
- Cross country and box fit
- Track and field
- Team sports including basketball, volleyball, futsal and badminton
- Ki-o-Rahi
- Gym Circuit.

KETE WANA

Haere mai!

Welcome to 'Kete Wana' - our basket of inspiration.

These are subjects which give you the opportunity to explore your interests, develop your skills, and engage your passion for learning.

Each subject runs for two sessions of 110 minutes per week for a block of 12 weeks, and you choose six subjects in a year.

The subjects are grouped in this section by topic.

You will learn more about Kete Wana at your enrolment interview.



Te Whenua - Reo Māori 1

Have you ever wondered about the stories behind some of Aotearoa's strangest names?

Haere mai!!

Build your knowledge of reo Māori and tikanga Māori from the ground up.

Learn to speak a variety of everyday phrases, answer basic questions and increase your knowledge of Māori mythology and tikanga.

Te Ranqi - Reo Māori 2

Have you ever wondered what the most offensive swear word is in te reo Māori?

Haere mai!!

Build on your previous learnings from Te Whenua - Reo Māori 1 with increased vocabulary, sentences and understandings of Māori mythology and tikanga.

Spanish

Learn to speak a new language. Explore different cultures. Discover a love for the latino.

Spanish 1 is an introductory course to the Spanish language. Through this course you'll learn about pronunciation, sentence structure and Hispanic cultures with a slice of history.

Engage with Spanish media, hold a conversation in Spanish and develop your language skills.

Sign Language

Learn basic sign language and understand deaf culture.

Build skills to communicate in everyday situations.

Learn to communicate using alphabet (finger spelling) and numbers.

Converse in small groups and share basic information.

Know how to approach a deaf person in a deaf culturally friendly way.



How About Art?

Learn and explore a wide range of techniques and processes, including drawing, painting, printmaking and mixed media.

Think creatively and imaginatively, develop original ideas.

Explore the work of established artists and complete original artworks based on this study.

Creative Media Magic

A fusion of graphic design, animation, computer graphics, video and technology.

This course is hands-on, creative and dynamic, exploring a range of digital media.

Work on exciting mixed-media projects which will develop your creative, software, storytelling and visual communication skills.

The Light Show

Make a light sculpture while gaining knowledge about colour and light, and how to build electrical circuits.

Learn the practical skills needed to produce a sculpture and use the processes of trialling and revising to get the perfect result.



“
Hagley is
accepting of
everyone.”

Nova Taukamo
- Year 9 student 2019
Came from
Shirley Intermediate





“Hagley is more flexible and more open to opportunities. There is more choice here and people can express themselves.”

Jules Pilkington - Year 9 student 2019
Came from Kirkwood Intermediate

Experimental Science

Do you enjoy science experiments?

This is your place to do more advanced, cooler, practical science. We will focus on lab skills, collecting evidence and using science equipment.

Warning - possibility of explosions!!

Art of Science & Science of Art

Investigate how scientists use art to express ideas.

Explore the science behind pigments and solvents and different types of media.

Use art to express science ideas.

Discover art in our community which uses science for inspiration.

The Science of Light and Sound

Can you make objects move simply by sound?

Can you split up light?

Investigate the multitude of uses of light and sound in the world around us.



“Hagley has a lot of diversity like out in the real world. You learn how to relate to people and not judge them.”

Oliver Urquhart - Year 9 student 2019
Came from Kirkwood Intermediate







**“ I chose Hagley
because my
older sister
used to come
home every
day smiling
and happy, so
I wanted to go
there too. ”**

Makenzi Williams - Year 10 student 2019
Came from Te Waka Unua School



“ I have a better chance of getting a good job now through the way Hagley has supported my learning.

Luke Edwards - Year 10 student 2019
Came from Christchurch South Intermediate

”

“Hagley
wants
you for
you.”

Ema McLaughlin
- Year 9 student 2019
Came from St Anne's
School



Gods, Heroes, Monsters

Explore the world of the ancient Greek gods. Get to know the gods and heroes with all their powers, relationships and rivalries and participate in a quizlet programme to reinforce your learning.

Explore key monsters in the Greek world and their interactions with gods and heroes.

Consider a range of myths and what they mean to the Greek people and to us today. You will then prepare a report on a Greek myth of your choice.

Female Leaders of the Ancient World

The Great Queens of ancient history are an inspiring group of powerful women who worked against the odds to lead their peoples in the face of male opposition and what we would these days call "sexist attitudes".

Explore the lives of some of these notable leaders and the impact they had on their societies and their continuing impact on people today. Leaders studied will include Cleopatra VII, Arsinoe II, Hatshepsut, Zenobia, Olympias, Nefertiti, Boudicca, Semiramis.... Produce a biography of a chosen Queen.

The World of Ancient Egypt

Explore the world of one of the oldest civilizations on Earth. Study the unique role of the Pharaoh, Egyptian ideas about immortality, the Gods of Egypt, great architecture and art of Egypt, the wonder of the Nile, daily life in the River Kingdom and the lives of women. Study the lives and influence of Rameses the Great, Akhenaten and Nefertiti, and Ptolemy Philadelphus. Complete a research project on an aspect of Egyptian history or culture.



Mini Maestros - Year 9

Embrace music appreciation, learn about orchestral instruments and contemporary band instruments.

Explore the world of sound and musical forms.

Learn to sight read music to an elementary level and have hands-on practical sessions playing various styles of sheet music while trying different instruments.

Demonstrate your knowledge and skills with performances and a theory assessment.

Yeah Tenors! - Year 10

Develop your score analysis skills in conjunction with music appreciation.

Progress your ability with practical charts.

Explore the art of song writing and composition.

Develop ear training with pitch, chord and scale recognition.

Demonstrate your knowledge and skills through performance, theory, composition and poster assignments.

Handel to Hendrix - Year 9

Continue to explore a wide variety of genres from classical to hard rock.

Further develop sight reading skills, and instrumental skills.

Progress theory knowledge with treble and bass clef.

Polish a performance for the end of year Junior Showcase.

Write to Rock - Year 10

Continue to expand your skills of score analysis, using the elements and features of music.

Work on a passion project – this might be working collaboratively or individually on a song for composition or creating a performance piece for the end of year show.

Demonstrate your knowledge and skills through solo or group performances or submitting an original song or composition.



“You get to wear mufti and there are no bells, which makes you more independent and learn to manage your time better.”

Summer Rowe - Year 9 student 2019
Came from Chisnallwood Intermediate



Digi-Start-up

Learn to use digital tools which will enhance your learning and help you become an organised and independent computer user.

Use technology to:

- Organise work files and folders
- Become an efficient, effective and independent user of Office 365 and the Microsoft suite (including Word, Excel, PowerPoint, One Note)
- Improve typing speed and accuracy
- Improve confidence when using technology
- Organise and schedule homework, important dates or information to remember.

Reach!!

A GATE/extension programme, aimed at students with high-level academic ability.

Are you ready to be challenged? This is a programme for deep thinkers, critical evaluators and those who love to philosophically debate. We will participate in a range of activities, designed to extend and inspire, including:

- Tournament of Minds
- Future Problem Solving
- Stretch and Challenge activities
- Academic competitions, based on student interest
- Independent student inquiry project.







“Teachers have altered their way of teaching to their students individually, which really helps you learn more in a fun way.

Ollie Cotton
Year 10 student 2019
Came from St Thomas of Canterbury College

”

“ If you want to achieve something, Hagley is likely to have the option you need to achieve it. ”

Vasudha Roberts - Year 10 student 2019
Came from Ellesmere College





“I like that I can choose what I'm good at. There are a whole range of subjects to try so there's something for everyone.”

Katie Woodgate - Year 10 student 2019
Came from Oaklands School



Make it, Move it!

Design an item of transport – maybe a plane, a train, an automobile or even a tank!

Using hard materials (metal, wood, plastic), construct your vehicle and take it for a test drive!

For the final touch, 'pimp' your ride with lights!

Learn the skills of Hard Materials Technology and Electronics while having a tonne of fun.

Robo Challenge

Design and build challenges for your robot to move through, up and down, round and even to pick up!

Follow this up with making and programming a robot in Block 3 Robo Mission to complete the challenges you have set it.

Make it, Market it

Using hard materials (metal, wood, plastic), design and build items for a market.

Let your imagination loose and see what you can make to give as gifts or even to sell.

Learn the skills of design and Hard Materials Technology and maybe even earn some spare cash!

Taonga Tech - Jewellery

Create your own treasures through technological practice.

Recycle materials to create jewellery of your own design.

Explore the significance of jewellery in cultures locally and abroad.

Develop modelling skills to ideate and create work relevant to you!

Metal casting, glass work and mixed media are explored.

**“ The
environment
at Hagley
will prepare
me for when
I go to
university.**

Lily Tonascia - *Year 9 student 2019*
Came from Sumner School

”



Code ++

Step into the computer – learn the science behind its working.
Boss the computer around – learn how to programme and command it.

Get it to entertain us – make your own computer game.

Robo Mission

Create robots for missions.

Have lots of DIY robot fun.

Learn micro-controllers and electronics.

Can your bot beat the others?



“
**Hagley will
teach me the
skills I need to
prepare for my
future.**”

Mason Tainui - Year 10 student 2019
Came from Christchurch South Intermediate



A photograph of two young women standing outdoors, smiling warmly at the camera. The woman on the left has long, wavy brown hair and is wearing a black off-the-shoulder top with white horizontal stripes. The woman on the right has dark hair pulled back and is wearing a dark blue sleeveless t-shirt with the text '1982 CHARTRES, LOIRE ALLEY France' printed on it. They are positioned in front of a large tree trunk on the left and a bright, sunlit background on the right.

**“ I’m glad I
came here
- everyone
greet
you with a
smile.”**

Sophie Dawson - Year 9 student 2019
Came from Sacred Heart School

Dance Around the World - Year 9

Learn dances from different cultures, genres, and styles from all over the world.

Try dances from the Pacific Islands, Ballet, Hip Hop, Bollywood, Contemporary, Salsa, Jazz, Cabaret styles and Fusion dance.

Collaborate and create your own dances in pairs and groups for performance.

Let's Dance - Year 10

Explore your personal movement language individually, in pairs and in groups.

Extend your skills on the elements of dance and dance vocabulary.

Extend dance technique from a variety of genres, styles and cultures including Contemporary, Hip Hop, Jazz and Fusion dance.

Expand your choreographic and performance skills.

Get Your Move On! - Year 9 & 10

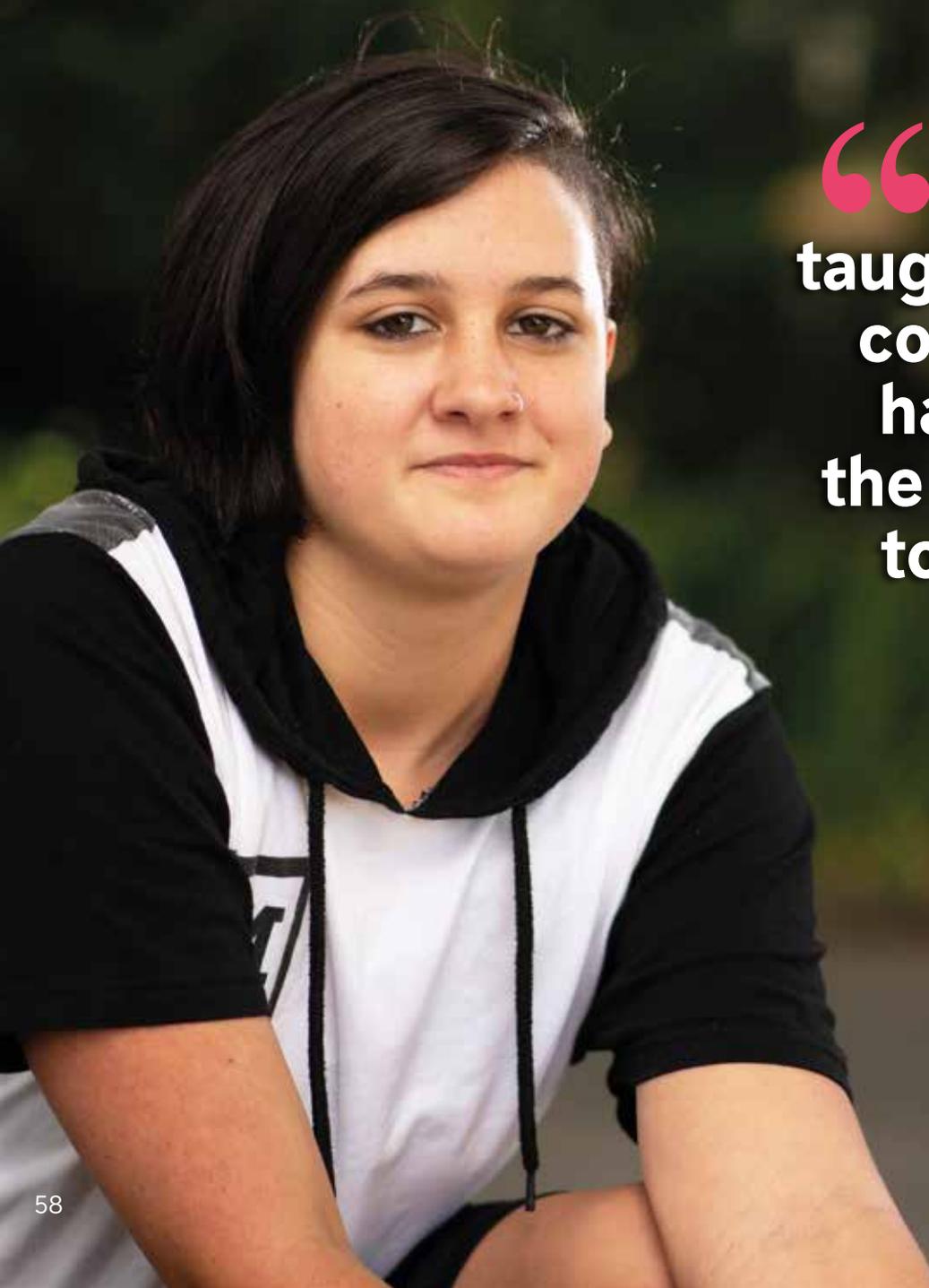
Consolidate the dance skills and techniques learnt in Block 1 or 2.

Further explore your personal movement language.

Collaborate to develop dances in pairs and groups.

Prepare dances for performance at the Junior Performing Arts Showcase.





“ Hagley has taught me more confidence. It has given me the confidence to pursue my dreams.

”

JJ Lambert - Year 10 student 2019
Came from Te Kura Correspondence School











Junior College Enrolment Process



FILL OUT THE FORM

Complete the relevant sections on pages 1-3 of the Application for Enrolment. You will also need to provide some other specified documents. You then need to post it to the College, addressing the envelope 'Junior College Enrolments'.

SOME TESTING TO SEE WHERE YOU'RE AT AN APPOINTMENT IS ARRANGED

Once your application has been accepted, an entry assessment appointment will be made and you will be notified by telephone of the date and time.

The assessment takes **approximately 90mins** and will occur during the school day.

Once the results from the assessment are received, an appointment will be made for you and your child to meet with one of our enrolling team. This appointment will take **approximately half an hour**.

WE RECOMMEND: Get your enrolment process underway as soon as possible. Our Junior College fills up very quickly every year.

Closing date for applications is 5pm Friday 21st June 2019.

If a ballot is required due to high enrolment numbers, this will be held on Thursday 4th July 2019.

The College will send you a letter of notification to inform you whether your enrolment has been accepted by Friday 12th July 2019.

Your Path is Unique
Don't Trade It For Less!





Inspiring futures | Transforming lives

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