



Charter and Annual Plan 2019

Hagley College

A. PRINCIPAL'S STATEMENT

Hagley is a school with a 161 year old history, which makes it nearly as old as Christchurch itself. **Our mission statement, *life long learning accessible to all, is no new thing***. It has been with us a long time, back to the school that Charles Fraser founded in 1858 for those students who could not otherwise access learning within mainstream education. Our whakapapa begins with the Christchurch Academy in 1858, then Christchurch High School in 1864, West Christchurch School in 1873, West Christchurch District High School in 1904, Christchurch West High School in 1936, Hagley High School in 1966 and then in 1991, Hagley Community College, Te Puna Wai O Waipapa – our place now.

The school Charles Fraser established in 1858 was to offer “a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs”. Those words are taken from the original mandates for education at the school (1858 and 1873). Fittingly, they are republished in our gazetted designated character statement in 2016. Those words are as relevant now as they were 160 years ago.

Hagley offers over 2,300 full and part time adolescent and adult students across Christchurch access to a relevant secondary education designed to meet their individual needs and goals across our region. Students come from all over our city to attend Hagley. As an indication of how broadly we serve the Christchurch region, our 2018 Year 9 cohort of 125 students is drawn from over 40 schools.

Hagley is a unique educational institution in New Zealand that has continued to introduce and develop a broad range of innovative practices. This also is not new, as innovation and adapting to meet diverse educational needs in this city have driven Hagley's development over the last 50 years. It is therefore essential that our redevelopment continues to foster this ability to evolve and adapt.

We recognise that we are **a part of a 160 year old legacy of education**. Our role is as kaitiaki, or guardians on behalf of those who have preceded us, and those who will follow us. We are stewards of this place Te Puna Wai O Waipapa and what it stands for, charged with preserving our unique character, as well as enacting and passing on Hagley's mission statement and values.

B. MISSION

Our **mission** is, '**lifelong learning that is accessible to all**'. The beliefs which underpin our mission are that education should be available to all and that we should do our utmost to create opportunities for lifelong access to secondary learning for adolescent and adult students.

C. VISION

Our **vision** is that captured in our whakatauki: ***ka puāwai te koru, ka puāwai te tangata: as the koru opens, so too does the person***. That whakatauki is about inspiring our students' futures and transforming their lives. We believe that effective engagement in learning is based on the relationships we build with each of our students and on each student's wellbeing. We do this so that, like a koru opening, each student will achieve to their full potential, will develop the personal values and competencies critical to successfully learning, living and contributing in society, and will transition successfully from Hagley to further learning, training or employment.

D. VALUES

Enacting Hagley's values brings our mission statement to life. Our values - **whakawhirinaki [trust], mana [respect], tika [integrity] and whakamarumarū [personal responsibility]** are based on the relationships we build with each of our students. Those relationships are the foundation of student wellbeing and learning. It is very clear how important those relationships are, as positive and supportive working relationships were identified as the highest ranked item [identified in 75% of responses] in the 2016 community survey data about what aspects of Hagley are most appreciated as we move towards our redevelopment.

It is **how we work with students that sets Hagley apart**, valuing them as individuals: that is the Hagley way. Hagley's informal friendly atmosphere, where everyone is on a first name basis and there are no uniforms, was also identified as a highly appreciated aspect. We have a strong focus on making Hagley a *turangawaewae* for the many new students who start new each year. In our large Year 12 and 13 senior college, adolescent and adult students are comfortable working alongside each other in the same classes.

What does **our major focus on student wellbeing** mean for our students? They feel that staff notice them, that staff are interested in them and care about their learning, they feel that they are experiencing success. We foreground the key principle that positive emotions and feeling confident are critical for effective learning.

Our values have been **developed collaboratively** with involvement from all parts of our school – our board, staff, students, parents, *whānau* - so that everyone is informed about them and connected to them. We are aware of the importance of giving prominence to our values, particularly in the actions of our staff and students and how they interact with each other every day.

E. THE UNIQUE POSITION OF THE TANGATA WHENUA

In demonstrable ways across the College, it is clear that **we value Māori culture, identity and language of all our students**. 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. We are committed to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand. We acknowledge the centrality of the teaching and learning relationship, that high quality teaching is the most important influence on education for Māori as well as for learners from all backgrounds, and that incorporating learning contexts where students' language, identity and culture are affirmed together lead to success. In recognising the unique position of Māori culture, Hagley actively works to raise the achievement of its Māori students, together with the achievement of students from all backgrounds.

F. DIVERSITY

Hagley is a **vibrant community drawn from diverse ethnic, cultural, educational and socio-economic backgrounds, gender orientation and age**. People at Hagley relate to one another in open, inclusive and cooperative ways. Difference is valued and respected. Students prize being accepted as individuals. We affirm inclusive practice and an atmosphere where everyone belongs. We are committed to being culturally responsive. We encourage staff, students, families and our wider communities to value and support the richness of culture and experience that the 56 different nationalities currently enrolled at Hagley bring.

We reflect and welcome the **diversity of our student population**: age, race, religion and gender. It is critical that we embrace diversity in the widest possible sense, including support for students who are questioning and establishing their gender identity. Inclusiveness of diversity is clearly valued by all parts of our community in survey data about what aspects of Hagley are most appreciated. We offer an environment that enhances students' and staff's feelings of safety and connection with each other, in order to minimise social isolation and increase a sense of belonging.

G. DESIGNATED CHARACTER SCHOOL

As a **designated character school, we act as a regional re-start hub** across the greater Christchurch network for students, particularly those of post-compulsory age, who have experienced barriers that have prevented them from successfully engaging in learning.

Our gazetted designated character statement sets out that we provide students with a significantly different learning environment achieved through delivery models not offered in conventional high school settings. We offer a unique education for students who would not otherwise access learning within mainstream education. We offer a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs. Students who demonstrate a willingness to be adaptive, flexible, and work collaboratively with Hagley will be given preference for enrolment. Our designated character is lived out:

- By ensuring the Board, staff, students and the culture of the school is one that values trust, respect, integrity and personal responsibility
- By being open for instruction between the hours of 8.40am – 9pm 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.

H. COMMUNITY CONNECTIONS

Links with whānau and whenua

We have been gifted by Ngaī Tahu both the cultural story of central Ōtautahi and our name, 'Te Puna Wai O Waipapa' [the freshwater spring of the Waipapa area]. There were natural springs on this site and Māori in the area came to collect water. In many respects, the role of our place now is similar, with people in our region coming here for what Te Puna offers now as a regional hub.

We welcome whānau and encourage them to attend hui, communicate with kaiako, enjoy meeting each other as well as learning important features of their tamariki education. Te reo and tikanga courses have grown and are offered from Years 9-12. There are several After 3 courses in te reo from beginners to advanced, draw adult learners from our community. We also offer programmes in te reo for kaiako. Ao Māori has certainly grown in the last five years. Future community involvement is inspiring and offers increasing understanding of tikanga for kaiako and ākongā.

Links with refugee and migrant communities

Hagley has a large number of connections with educational and community based organisations and we wish to increase those levels of collaboration. We foster and encourage access for diverse communities within our region, including refugee and migrant communities. Hagley is recognised for its significant and successful commitment to learning and support for refugee and migrant people over the last three decades. Hagley is the recipient of two New Zealand Diversity Action Awards in 2010 and 2014.

Hagley already hosts groups including English language learners during the day, evenings as well as at weekends, first language maintenance programmes in Farsi (Persian), Russian, a large homework centre for primary, intermediate and secondary students from all over Christchurch, among other programmes for migrants and former refugees. It has strong relationships with the Canterbury Migrant Centre, the Canterbury Refugee Council, PEETO [The Multi-Cultural Learning Centre], Christchurch Resettlement Services and Pegasus Health

Adult Education

Hagley College has led the way in adult education both within and beyond conventional school hours for over forty years. As part of Hagley's designated character status, adults study part time and full time in both day and evening programmes. After 3

programmes help adults pathway into curriculum subjects, tertiary study, career choices and fields of special interest. In this way, the programmes target adults who are re-engaging in education for personal or career goals, or whose learning may have been previously unsuccessful. Students in the After 3 programmes draw from an expansive learning network which encompasses city-wide community groups, businesses and experts with skills to offer. Students get hands-on experience and access to expertise beyond the classroom. All After 3 programmes contribute to Hagley's commitment to make learning accessible and therefore improve adult literacy and skills outcomes.

Hagley Preschool

Hagley's preschool has been on-site for over 40 years and is also an important partner in our redevelopment in providing early childhood education for tamariki of students, staff and our community. It operates from 8am to 5pm Monday to Friday throughout school terms and holiday periods. It is important that the preschool is included in planning the redevelopment. Our full time Early Childhood Education programme completes training placements at the Hagley Preschool and other ECE Centres in the city.

Tertiary Pathways Programmes

Many of our full time specialist schools have long term connections across our community. These schools are successful because they have a clear purpose and focus, often emphasising 'real world' project based learning; they have charismatic programme leadership; and they are nested within strong faculty structures. As indicative examples of how these specialist schools work, our Theatre and Dance Companies draw audiences from across Christchurch throughout the year, as well as perform in a range of settings outside Hagley. Our School of Fashion competes in external competitions, as does our School of Music with its strong connections into tertiary courses at Ara. Hagley Pre-Health students complete placements in various health care institutions, and also pathway into Ara.

UC@Hagley

Hagley's partnership with the University of Canterbury has resulted in several tertiary pathway programmes which serve learners across the region, including the academic communication skills component of the Certificate in University Preparation, Catch Up College to complete University Entrance, and the newly introduced pre-tertiary courses to ensure students have the skills necessary to progress successfully in these undergraduate university courses.

Van Asch

Van Asch Deaf Education Centre has had a satellite unit at Hagley since 2008. This learning context provides deaf and hard of hearing students a unique opportunity to belong to a community of both deaf and hearing learners. This provision caters for up to 12 students Year 11 and above. Because of Hagley's designated character status, young adult and adult learners are welcomed and fully included in the programmes fitting well with Van Asch's ability to provide deaf education up to 21 years old.

The Hagley Adult Literacy Centre has been sited at Hagley for two decades and focuses on developing learners' skills for employment of further education. Its programmes involve intensive literacy and numeracy classes both onsite and offsite in the community and in the workplace, community group tutoring, workplace literacy, youth guarantee programmes and English language learning classes.

Forte Music

The Forte Itinerant Music Teachers (ITMs) are based at Hagley. This professional body of twenty-eight qualified and registered secondary school music teachers are dedicated to the delivery of specialised music programmes to schools. This collaborative model is actioned through a transfer of staffing hours from the user schools to Hagley College. The Forte staff offer weekly music lessons to individuals, small groups and ensembles. In 2015, the ITMs contributed to the musical development of approximately 2000 students from schools across the region. Forte Itinerant music teachers offer music programmes across the region via face to face tuition and distance learning through video conferencing from beginner to advanced levels. These programmes enable students to achieve at the top level of NCEA performance standards and inspire students to love music through instrumental and vocal experiences. It is important that students learning in the Forte programme at Hagley as well as in Hagley music classes have access to performance as well as practice spaces through our redevelopment. Such spaces need to be carefully located and acoustic attenuation issues addressed, due to implications for other learners.

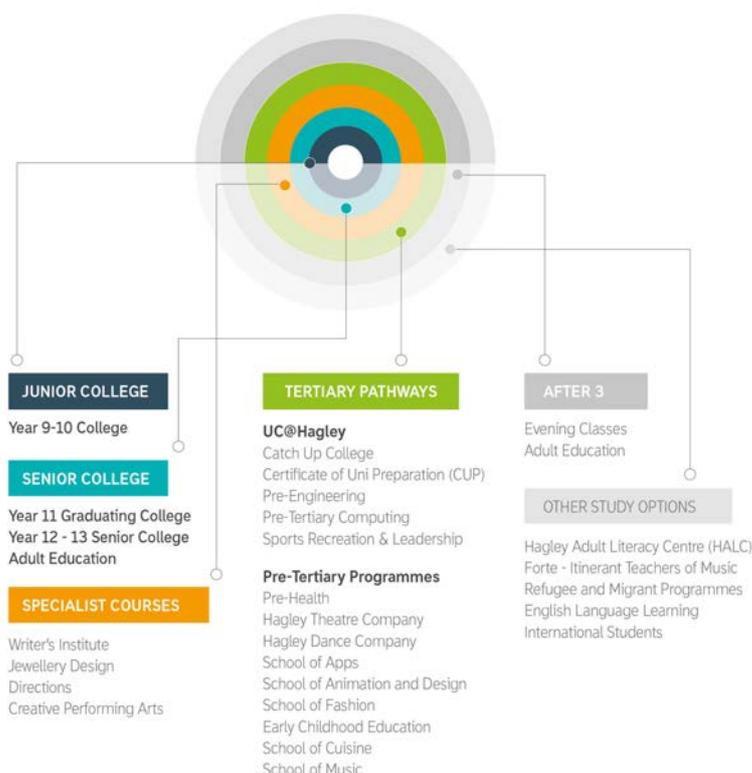
SCHOOL CONTEXT

College Structure

A student-centred focus is prominent in how Hagley is structured. The experience a student has at Hagley, their wellbeing and their learning are central to all staff’s work and focus.

Hagley’s strategies for organising its curriculum are due to its **unique structure and enrolment patterns**. At most high schools, students start at Year 9 and progress year by year in age group cohorts. A small group of Hagley students follow this pattern. We have an oversubscribed junior college which, as part of our designated character school status, we keep deliberately small at 125 students each at Years 9 and 10.

Our school consists of a wide variety of learners. Students completing post-compulsory education can choose to study full time or part time. This means that the Hagley head count numbers around 2300 students, however our full time equivalent (FTE) roll is approximately 1400 students. We have a very large senior college. Over 1,000 new students enrol into Hagley each year, with many enrolling in January and February. Duration of programmes varies widely from a few days, to a university semester, to full year length. Study choices are diverse: short term programmes like Catch Up College, full year evening programmes, full time specialist schools, full or part time study in Hagley’s day programmes. Students are aged both under and over 19. The following diagram sets out Hagley’s structure and indicates why Hagley is far from a conventional secondary school:



Review of Charter and Consultation

Review and consultation occurs each year as part of annual 'review, inquire and plan' cycle. The strategic intentions and goals set out in this Charter describe the targets that the College as a whole is aiming towards, as well as reaffirm our core beliefs and what we stand for. In the writing of the education brief for Hagley's redevelopment during 2016 and 2017, all parts of our school community were consulted widely about our mission and vision for education at Hagley. These aspects are reflected in the first section of this Charter.

During each year, the strategic goals are developed collaboratively so that everyone feels informed about and connected to them. All parts of our school – our board, staff, students, parents, caregivers and whānau – contribute to develop a shared document that will guide our work over the next year, as well as describe where we would like to be in four years' time and what success and achievement will look like.

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 |
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| <ol style="list-style-type: none"> 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. 2. We collect, analyse and act on data about all our students' wellbeing. 3. We collect, analyse and act on data about our priority learner groups. 4. Our staff take an active and personalised interest in each student and in their learning. | <ol style="list-style-type: none"> 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. 2. Professional development for teachers around positive education focused on character strengths and the PERMA¹ models of wellbeing has informed wellbeing developments. 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. 4. Wellbeing staff focus groups have been continued during 2018, including: <ul style="list-style-type: none"> o Smokefree o connecting with whānau o student leadership o student careers profiling 5. Attendance patterns have significantly strengthened in 2018 across all year levels: for example, the overall attendance rate was over 86%. 6. We continued our growth of leadership opportunities, including: <ul style="list-style-type: none"> o students attending local leadership events o the student leaders group rebranded and refocused as 'Young Leaders@Hagley'. | <ol style="list-style-type: none"> 1. We develop major new wellbeing leadership roles: Senior Wellbeing Leader, Director of Students and Year Advisors. 2. We provide opportunities for students to engage in wellbeing enhancing activities. 3. We prioritise the development of the tutor role at all Year levels, including: <ul style="list-style-type: none"> o Greater connection via tutors between home and student o Recommendations and encouragement from tutors for Year 12 and 13 students to attend wellbeing modules o Stronger tutor check processes to aid retention, so that students do not leave for weak reasons o Strengthened goal setting, including co-constructed statements drafted by students and tutors o A student / whānau / tutor academic conferencing cycle at Year 11 - 13 that: <ul style="list-style-type: none"> ▪ maximises the value of the tutor making connections across a student's academic programme ▪ maximises the value of 2019 changes to school reporting ▪ includes follow up with whānau to involve in conferencing o Positive education focus for all students, especially priority learners. 4. We continue to grow opportunities for students to engage and to be socially connected at Hagley, including: <ul style="list-style-type: none"> o Young Leaders@Hagley Group aimed to appeal to a wider range of students o a broad and diverse range of extra-curricular activities o a diverse recreation programme, as well as education about healthy relationships and positive wellbeing scheduled throughout | <ol style="list-style-type: none"> 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. 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. 3. We develop an environment which enhances students' and staff's feelings of safety and connection with each other. 4. We collect and act on data around wellbeing iteratively, building and responding to a comprehensive long term picture of wellbeing at Hagley. 5. Through our redevelopment, we create new initiatives to increase students' sense of wellbeing. These might include: <ul style="list-style-type: none"> • 'home bases' in learning hubs for students to enhance a sense of belonging; • staff working |

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| | | <p>the school day.</p> <ol style="list-style-type: none"> 5. Wellbeing focus groups are developed to include: <ul style="list-style-type: none"> ○ staff wellbeing ○ Māori wellbeing ○ positive messages and events. 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"> ○ in 2019, a major wellbeing data gathering focus is on supporting and enhancing the work of tutors with their groups ○ We gather and respond to data about our Māori students to enhance their sense of identity in our school. 7. We continue to develop the delivery models for our counselling services, including the expansion of our family and whānau outreach services. 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. 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. 10. We develop student awards and rewards across the school, particularly to reinforce our school values. | <p>increasingly in personalised mentoring roles where both wellbeing and learning are a shared focus;</p> <ul style="list-style-type: none"> • learning spaces doubling as social and recreational spaces <ol style="list-style-type: none"> 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. |
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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 |
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| <ol style="list-style-type: none"> 1. We take an active and personalised interest in each students' engagement and achievement in their learning. 2. We collect, analyse and act on data about all our students' engagement and achievement in their learning. 3. We collect, analyse and act on data about our priority learner groups. 4. In order to build engagement and achievement, we prioritise transferable skill development [contributing / communicating / maker mindset / self regulation / thinking / collaborating]. | <ol style="list-style-type: none"> 1. There has been a major focus on whole school curriculum review work. This has included: <ul style="list-style-type: none"> ○ a review and restructuring of our Year 9 and 10 curriculum ○ 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. 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's² seven principles of learning for the 21st century. 3. We introduced Te Putanga³ 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. 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. 5. Two collaborative programme innovations (Te reo Māori/ English and Art/ Technology) have run successfully in 2018. 6. Best practice workshops for subject leaders have focused on developing leaders' skills in analysing data to | <ol style="list-style-type: none"> 1. Our focus on 21st century learning and transferable skills includes: <ul style="list-style-type: none"> ○ 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. ○ Two connected learning classes at Year 9 are introduced. ○ Kete Wana is introduced to offer students significant curriculum choice and expanded learning opportunities, particularly in Art, Technology, and Performance. 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. 3. Across all levels, we encourage learning leaders teachers to explore appropriate opportunities for connected learning. 4. We promote and develop e-learning across the school. 5. We continue to grow curriculum leadership by strengthening the leaders' group, including: <ul style="list-style-type: none"> ○ introducing a wider membership to include leaders working across the school in wellbeing, e-learning and specialist classroom teaching ○ introducing a leadership inquiry focus [see goal 6] 6. We explore ways of aligning junior and senior programmes, particularly linked to specialist schools. 7. We further our design of senior college | <ol style="list-style-type: none"> 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. 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. 3. Transferable skill development is a prominent focus in programmes across Hagley. 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. |

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| | <p>inform improved student outcomes. [see goal 6].</p> <p>7. A continuing school-wide focus on teaching as inquiry has continued, with many inquiries focused on school wide PLD ⁴ 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>programmes to have sufficient flexibility 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"> ○ innovative curriculum design ○ pedagogical development ○ flexible learning environments. <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 |
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| <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"> • CTC⁵, Gateway⁶ and STAR⁷ programmes • tertiary pathways programmes, including Catch Up College⁸ and UC@Hagley⁹. <p>3. We work with ITO¹⁰, 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 MOE¹¹ 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"> • programme developments including Life Beyond School and the revising of Employment Skills to make it a more cohesive programme • senior leadership, kaiako and whānau supporting the work of the careers team. <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 NCEA¹² 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 |
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| <ol style="list-style-type: none"> 1. We build an environment which actively fosters and reflects biculturalism. 2. We promote the normalisation of te reo Māori around Hagley. 3. We actively mentor our Māori ākonga. | <ol style="list-style-type: none"> 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. 2. We introduced a new course Ngā Miro e Toru ¹³combining te reo Māori and English at Year 9 in 2018. 3. We offered bicultural professional learning opportunities for kaiako, which has included te reo sessions for curriculum leaders. 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. 5. We have continued to build our relationship with whānau through regular hui and other links. 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. 7. Our values have been presented through a bicultural lens [see Goal 5]. | <ol style="list-style-type: none"> 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. 2. We continue to strengthen the involvement of ākonga in our bicultural partnership, ensuring we follow appropriate tikanga. 3. We focus on acknowledging the identity and place of our Māori learners at Hagley, with a PLD focus for kaiako in this area. 4. We continue to develop our bicultural partnership with a focus on: <ul style="list-style-type: none"> • Māori ākonga wellbeing: <ul style="list-style-type: none"> ○ Connecting Māori students with school so they feel they belong, building and promoting their identity ○ Aligning with wellbeing initiatives across the school • Bicultural leadership reflected in: <ul style="list-style-type: none"> ○ key school events ○ in Hagley's redevelopment, bicultural engagement with kaiako and community 5. We continue to implement our te reo Māori plan. 6. We draw on Ngāi Tahu to inform appropriate tikanga for our school redevelopment. | <ol style="list-style-type: none"> 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. 2. Our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa is explicit in our work as a school. 3. We work with Māori ākonga to raise their awareness of STEM¹⁴ subjects and to address barriers to their participation and achievement. 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. 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]. 6. Our te reo programme development continues to maximise our students' engagement and achievement. 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. |

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"> 1. The continued implementation of the tuakana taina narrative around our values which has proven to be effective and understandable. 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. 3. Staff have continued their own strategies for bringing our values to life both in their classrooms and around the school. 4. The Tuakana Taina¹⁵ 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. | <ol style="list-style-type: none"> 1. We continue with the actions and strategies successfully initiated in 2018, which include: <ul style="list-style-type: none"> • continuing to bring our values to life in ways that are meaningful for our students • continuing to put a school values lens across our school systems. In 2019, we develop Te Putanga to incorporate the school's values. • consulting our students about what our values mean for them • 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. 2. We continue to present our values through a bicultural lens, which includes: <ul style="list-style-type: none"> • referring to our values in reo Māori as well as in English • 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. <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> 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". | <ol style="list-style-type: none"> 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. 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. 3. In demonstrable ways across the College, our values of whakawhirinaki, mana, tika and whakamaramaru are given prominence. 4. In demonstrable ways across the College, it is clear that we celebrate difference, individuality and diversity. 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." |

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"> 1. We engage in reflective evidence-informed practices to increase student engagement and achievement. 2. We actively apply recommendations from the external agencies who review our work. | <ol style="list-style-type: none"> 1. 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. 2. Cross curricular inquiry sharing was successfully introduced. 3. 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. 4. Appraiser- mentors have completed their WIPs¹⁶ 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. 5. 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. 6. the Window into Practice tool has been developed to align with the new Code of Professional Responsibility and Standards for the Teaching Profession. 7. Learning leaders have completed annual reviews of teaching, learning and assessment against indicators of best practice. 8. Each major portfolio has completed an annual review of its key outcomes which are central to achieving our strategic goals. | <ol style="list-style-type: none"> 1. We continue with our self review practices at all levels, which includes: <ul style="list-style-type: none"> • strengthening our appraisal processes, in particular the development of teachers' Windows into Practice • 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. 2. In regard to inquiry: <ul style="list-style-type: none"> • Learning leaders are refocusing their inquiries onto their leadership of their teams, examining practices that support improved teaching and learning. • Consideration of placing the OECD's seven principles of learning at the centre of inquiries • 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. 3. 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. 4. ERO¹⁷ 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. | <ol style="list-style-type: none"> 1. We learn and move forward by reflecting honestly on our practice, acknowledging both our strengths and where we need to improve. 2. Self review for improvement and accountability occurs at multiple levels as an integrated, iterative process. 3. Our teachers' evidence gathering and review practices focus on improving student wellbeing and achievement. 4. Our self review practices actively inform our work towards College strategic goals. |

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 |
|--|--|---|---|
| <ol style="list-style-type: none"> 1. We enact our designated character school mandate, acting as a regional education hub for students of all ages, staff, whānau and diverse communities. 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. 3. We take up opportunities to build partnerships with diverse communities in Ōtautahi and within the education network. 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. 5. We ensure our redevelopment enacts the Education Brief developed by our community to shape future education at Hagley. | <ol style="list-style-type: none"> 1. We have continued to implement our designated character mandate in our enrolments and school operations. 2. We have successfully concluded the TLIF¹⁸ project on advancing academic literacy for those entering university. 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. 4. We have continued to support FORTE¹⁹ and HALC²⁰ to deliver quality learning programmes for diverse learners across the wider region. 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"> ○ We presented a submission for the inclusion of the multicultural centre into the Christchurch City Council Long Term Plan ○ We re-scoped and reduced the cost of the centre and integrated it with the Hagley redevelopments ○ We commenced approaches to potential external funding partners. 6. Developing partnership opportunities with Metro from our respective redevelopments have been held over for 2018, due to extended timeframes for both redevelopments. | <p>We continue with the actions and strategies from 2018, which include:</p> <ol style="list-style-type: none"> 1. Our active involvement in the roll out of Hagley's redevelopment: <ul style="list-style-type: none"> ○ Working with with master planners, project managers and MOE personnel through the 2019 design, procurement and initial construction stages. ○ Focusing on student and staff wellbeing as we move into construction. ○ Keeping our school community informed about the redevelopment. 2. Providing leadership for our Kahui Ako²¹ of ten ECE²² centres and four schools to develop achievement challenges. 3. Continuing our leadership role within the Christchurch City Centre Learning Community Cluster. 4. Continuing our successful hosting and support for Forte [ITM] and HALC programmes 5. Seeking external support and funding from a range of sources for the Multicultural Centre to serve Christchurch's culturally and linguistically diverse communities. | <ol style="list-style-type: none"> 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. 2. We enact our mandate and responsibility to act as an education hub for students, staff, whānau and communities across our region. 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. 4. Our Education Brief is fully realised through Hagley's redevelopment. |

GLOSSARY

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

² OECD: Organisation for Economic Cooperation and Development

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

⁴ PLD: Professional learning and development

⁵ CTC: Canterbury Tertiary College, combining time at Ara and Hagley

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

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

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

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

¹⁰ ITO: Industry Training Organisation

¹¹ MOE: Ministry of Education

¹² NCEA: National Certificate of Educational Achievement

¹³ 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.

¹⁴ STEM: Science, Technology, Engineering Mathematics

¹⁵ 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.

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

¹⁷ ERO: Education Review Office

¹⁸ TLIF: Teaching, Learning and Innovation Fund

¹⁹ FORTE: Forte Itinerant Teachers of Music unit based at Hagley serving Christchurch schools

²⁰ HALC: Hagley Adult Literacy Centre

²¹ Kahui Ako: Community of Learning

²² ECE: Early Childhood Education



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