



## Charter and Annual Plan 2020 Draft

## HAGLEY'S STRATEGIC GOALS

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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 to:

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. Build Hagley as a strong self-reviewing school.
4. Build Hagley's bicultural partnership.
5. Enable students to effectively transition to further learning or their chosen pathways.
6. Enact Hagley's values.
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			
2019 Targets	2019 Outcomes	2020 Targets	Four year strategic plan
<p>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.</p> <p>2. We collect, analyse and act on data about all our students' wellbeing.</p> <p>3. We collect, analyse and act on data about our priority learner groups.</p> <p>4. Our staff take an active and personalised interest in each student and in their learning.</p>	<ul style="list-style-type: none"> <li>▪ We developed major new wellbeing leadership roles.</li> <li>▪ We implemented Year 12 wellbeing modules and continued to develop the Year 11 Hauora programme.</li> <li>▪ We prioritised the development of the tutor role at all Year levels.</li> <li>▪ A student / whānau / tutor academic conferencing cycle was introduced at Years 11 – 13.</li> <li>▪ We continued to grow opportunities for students to engage and to be socially connected at Hagley.</li> <li>▪ We continued to connect with whānau via coffee mornings and other hui on wellbeing focused topics.</li> <li>▪ We further refined our data gathering around student wellbeing.</li> <li>▪ We continued to develop the delivery models for our counselling services.</li> <li>▪ We worked with wellbeing leaders in the design stages to realise wellbeing components in the Education Brief in the school redevelopment.</li> </ul>	<p><b>Priority Groups</b></p> <p>1. We target wellbeing for the following priority groups in 2020:</p> <ul style="list-style-type: none"> <li>– Māori and Pasifika students</li> <li>– CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes</li> <li>– Student cohort joining Hagley in Year 9</li> <li>– Students joining Hagley: <ul style="list-style-type: none"> <li>▪ at 'non traditional' times across each school year</li> <li>▪ at Year 11, 12, 13 –[selected target group to be confirmed]</li> </ul> </li> </ul> <p><b>School Improvement Data Collection</b></p> <p>2. Informed by appropriate data collection methods including the Christchurch East Schools wellbeing study, we gather multi-faceted cohort data about our students' wellbeing.</p> <p><b>School Improvement Indicators</b></p> <p>Informed by data gathered, we implement the following to improve student wellbeing:</p> <p>3. Wellbeing is reflected in classroom interactions. Class time is a positive experience: eg - students greeted and acknowledged; social connections in class enhanced.</p> <p>4. Students become more connected to each other at school through interactions within all classes they take and in their tutor groups, as well outside the timetabled school day.</p> <p>5. Staff are aware of and care for their individual wellbeing so they are at their best to enhance their students' wellbeing.</p> <p><b>School Improvement Actions</b></p> <p>6. Restorative class practice is extensively used and further developed across the school.</p> <p>7. School wide wellbeing programmes are responsive to student need.</p> <p>8. There is a specific focus on physical health: eat, sleep, move.</p> <p>9. Teens teaching teens approaches are further developed.</p> <p>10. Conferencing programme introduced in 2019 is further developed.</p> <p><b>School Improvement Data Review</b></p> <p>11. We review data around wellbeing iteratively, building and responding to a comprehensive long term picture of wellbeing at Hagley. We look for a positive shift across data gathering categories over a two year period, tracking a designated priority group[s].</p>	<ul style="list-style-type: none"> <li>▪ 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>▪ 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>▪ We develop an environment which enhances students' and staff's feelings of safety and connection with each other.</li> <li>▪ We collect and act on data around wellbeing iteratively, building and responding to a comprehensive long term picture of wellbeing at Hagley.</li> <li>▪ 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 personalised mentoring roles where both wellbeing and learning are a shared focus;</li> <li>– learning spaces doubling as social and recreational spaces</li> </ul> </li> <li>▪ 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.</li> </ul>

## Strategic Goal 2: Increase our students' engagement and achievement in their learning

2019 Targets	2019 Outcomes	2020 Targets	Four year strategic plan
<p>1. We take an active and personalised interest in each students' engagement and achievement in their learning.</p> <p>2. We collect, analyse and act on data about all our students' engagement and achievement in their learning.</p> <p>3. We collect, analyse and act on data about our priority learner groups.</p> <p>4. In order to build engagement and achievement, we prioritise transferable skill development [contributing / communicating / maker mindset / self regulation / thinking / collaborating].</p>	<ul style="list-style-type: none"> <li>▪ Our focus on 21<sup>st</sup> century learning and transferable skills included: <ul style="list-style-type: none"> <li>– Two connected learning classes at Year 9 were introduced.</li> <li>– Kete Wana was introduced to offer students significant curriculum choice and expanded learning opportunities, particularly in Art, Technology, and Performance.</li> </ul> </li> <li>▪ We promoted and developed e-learning across the school.</li> <li>▪ We continued to grow curriculum leadership.</li> <li>▪ We began alignment of junior and senior programmes to link in to specialist schools.</li> <li>▪ We reviewed and improved reporting at all levels.</li> <li>▪ We worked with curriculum leaders in the design stage to realise the Education Brief in the school redevelopment.</li> <li>▪ We introduced a revised staff PLD model.</li> <li>▪ We further developed the analysis and use of NCEA achievement data to improve student outcomes.</li> </ul>	<p><b>Priority Groups</b></p> <p>1. We target achievement and success for the following priority groups in 2020:</p> <ul style="list-style-type: none"> <li>– Māori and Pasifika students</li> <li>– Students enrolled in STEM courses</li> <li>– Year 9 and 10 students [selected target group to be confirmed]</li> <li>– First year Year 11 students whose qualifications goal is NCEA L1 Certificate</li> <li>– Students whose qualifications goal is NCEA L2 or L3 Certificate / UE</li> <li>– CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes</li> </ul> <p><b>School Improvement Data Collection</b></p> <p>2. We collect information on:</p> <ul style="list-style-type: none"> <li>– NCEA achievement</li> <li>– Progression in curriculum learning areas [Year 9 and 10]</li> <li>– Progression in transferable skill development [selected target groups to be confirmed]</li> </ul> <p><b>School Improvement Indicators</b></p> <p>Informed by data gathered, we implement the following to improve student achievement and success:</p> <p>3. Stronger teacher tracking processes.</p> <p>4. A stronger academic conferencing programme.</p> <p>5. A more responsive curriculum as well as improved access to the curriculum. This includes:</p> <ul style="list-style-type: none"> <li>– Broadening of staff understanding about teacher expectations of students</li> <li>– Increasing levels of student agency</li> </ul> <p>6. OECD <i>The Nature of Learning</i> principles of learning underpin programme design and delivery:</p> <ul style="list-style-type: none"> <li>– Developing self-regulated learners</li> <li>– Learning through social interactions</li> <li>– Developing students' positive beliefs about themselves as learners</li> <li>– Stretching all students</li> <li>– Clear expectations of what learning is expected, and why</li> <li>– Building connections across learning areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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>▪ 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>▪ Transferable skill development is a prominent focus in programmes across Hagley.</li> <li>▪ 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> </ul>

		<p><b>School Improvement Actions</b></p> <p>7. A more responsive curriculum as well as increased access to the curriculum. This includes:</p> <ul style="list-style-type: none"> <li>– Revising presentation / content design of less accessible courses</li> <li>– Developing enrolment processes, programme design and prerequisites to minimise blocks to student pathways</li> <li>– Building connections across learning areas</li> <li>– Increasing levels of student / teacher co-construction as a feature of programme design and delivery</li> </ul> <p>8. Culturally responsive practice, including affirmation of cultural identities, creation of an affirming class environment, acknowledgement of first languages, and making key curriculum skills accessible.</p> <p><b>School Improvement Data Review</b></p> <p>9. We review data around student achievement and success iteratively, building and responding to a comprehensive long term picture at Hagley. We look for a positive shift across data gathering categories over a two year period.</p>	
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Strategic goal 3: Build Hagley as a strong self-reviewing school			
2019 Targets	2019 Outcomes	2020 Targets	Four year strategic plan
<p>1. We engage in reflective evidence-informed practices to increase student engagement and achievement.</p> <p>2. We actively apply recommendations from the external agencies who review our work.</p>	<ul style="list-style-type: none"> <li>▪ We continued with our self-review practices at all levels.</li> <li>▪ Learning leaders refocused their inquiries onto their leadership of their teams, examining practices that support improved teaching and learning.</li> <li>▪ We continued to carry out a meta-analysis of inquiry and to use the findings to guide school improvements.</li> </ul>	<p><b>Priority Targets</b></p> <ol style="list-style-type: none"> <li>1. We target around priority groups and focus areas identified in annual plan strategic goals.</li> </ol> <p><b>School Improvement Data Collection</b></p> <ol style="list-style-type: none"> <li>2. We collect information on: <ul style="list-style-type: none"> <li>– Collaboratively focused inquiry, centred and gathered within each department area, and examine trends and patterns observed.</li> <li>– Student achievement data to improve practice, completed by each subject leader and collated within each department area by the HOD</li> <li>– Annual portfolio reporting completed by directors</li> </ul> </li> </ol> <p><b>School Improvement Indicators</b></p> <ol style="list-style-type: none"> <li>3. OECD <i>The Nature of Learning</i> principles of learning underpin inquiry practice: <ul style="list-style-type: none"> <li>– Developing self-regulated learners</li> <li>– Learning through social interactions</li> <li>– Developing students' positive beliefs about themselves as learners</li> <li>– Stretching all students</li> <li>– Clear expectations of what learning is expected, and why</li> <li>– Building connections across learning areas</li> </ul> </li> </ol> <p><b>School Improvement Actions</b></p> <ol style="list-style-type: none"> <li>4. Collaboratively focused inquiry practice is developed and strengthened.</li> <li>5. Leadership inquiry is developed and strengthened. Leaders' inquiries are mapped against the <i>Educational Leadership Capability Framework</i>.</li> </ol> <p><b>School Improvement Data Review</b></p> <ol style="list-style-type: none"> <li>6. Meta-analysis of inquiry and other review practices guides the direction of whole school improvement.</li> </ol>	<ul 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> </ul>

## Strategic Goal 4: Build Hagley's bicultural partnership

2019 Targets	2019 Outcomes	2020 Targets	Four year strategic plan
<p>7. We build an environment which actively fosters and reflects biculturalism.</p> <p>8. We promote the normalisation of te reo Māori around Hagley.</p> <p>9. We actively mentor our Māori ākonga.</p>	<ul style="list-style-type: none"> <li>▪ We continued 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.</li> <li>▪ We focused on acknowledging the identity and place of our Māori learners at Hagley.</li> <li>▪ We continued to develop our bicultural partnership with a focus on:</li> <li>▪ Ākonga Māori wellbeing: connecting Māori students with school so they feel they belong, building and promoting their identity.</li> <li>▪ Bicultural leadership is reflected in revitalisation of haka and manu kōrero.</li> <li>▪ We continued to implement our te reo Māori plan to promote the normalisation of te reo at Hagley.</li> <li>▪ The bicultural partnership is strongly reflected in key school events and awards.</li> <li>▪ We sought guidance from Ngāi Tahu to inform appropriate tikanga for our school redevelopment.</li> </ul>	<p><b>Priority Groups</b></p> <p>10. We target wellbeing, achievement and success for Māori.</p> <p><b>School Improvement Data Collection</b></p> <p>11. <i>Via strategic goal 1</i>, we gather cohort data about our Māori students' wellbeing</p> <p><i>Via strategic goal 2:</i></p> <ul style="list-style-type: none"> <li>– NCEA achievement</li> <li>– Progression in curriculum learning areas [Year 9 and 10]</li> <li>– Progression in transferable skill development</li> <li>– Access and pathways within STEM subjects</li> </ul> <p><b>School Improvement Indicators</b></p> <p>Informed by data gathered, we implement the following to improve student wellbeing:</p> <p>12. Addressing structural barriers to Māori access and participation in senior programmes and in doing so, creating an awareness of STEM subject opportunities for Māori and higher levels of engagement and achievement.</p> <p>13. Creating a caring whānau environment within classes is observed.</p> <p>14. Holding high expectations of all Māori students' potential and achievement.</p> <p>15. Continuing to build Māori students' sense of their cultural identity.</p> <p><b>School Improvement Actions</b></p> <p>16. Seeking and gathering information about iwi affiliation for all students enrolling into Hagley at all levels.</p> <p>17. Developing curriculum growth in reo Māori through:</p> <ul style="list-style-type: none"> <li>– expanding extension reo</li> <li>– expanding of reo courses for Year 9 and 10 students as part of the common learning area programme</li> <li>– Expanding senior reo courses</li> </ul> <p>18. Expanding opportunities to engage in Māoritanga, including mahi toi [eg, Māori arts in Kete Wana] and toi whakaari [eg, kapa haka]</p> <p>19. Continue regular hui with our kaiārahi reo Māori and senior leadership team, aimed at increasing our bicultural partnership across the school as well as targeting Māori ākonga and whānau engagement.</p>	<ul style="list-style-type: none"> <li>▪ 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>▪ 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>▪ We work with ākonga Māori to raise their awareness of STEM<sup>i</sup> subjects and to address barriers to their participation and achievement.</li> <li>▪ 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>▪ 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>▪ Our te reo programme development continues to maximise our students' engagement and achievement.</li> <li>▪ 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> </ul>

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|  |  | <p>20. Continue to strengthen the whare as a supportive base within the kura.</p> <p>21. Continue to strengthen our links with whānau, including building our connection via school events and hui.</p> <p>22. Continue to seek guidance from Ngā Tahu to inform appropriate tikanga for our school redevelopment.</p> <p><b>School Improvement Data Review</b></p> <p>23. We review data around Māori student wellbeing and achievement iteratively, building and responding to a comprehensive long term picture at Hagley. We look for a positive shift across data gathering categories over a two year period.</p> |  |
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Strategic Goal 5: Enable students to effectively transition to further learning or their chosen pathways.

2019 Targets	2019 Outcomes	2020 Targets	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>i</sup>, Gateway<sup>ii</sup> and STAR<sup>iv</sup> programmes</li> <li>- tertiary pathways programmes, including Catch Up College<sup>v</sup> and UC@Hagley<sup>vi</sup>.</li> </ul> <p>3. We work with ITO<sup>vii</sup>, business and tertiary providers to develop pathway programmes.</p>	<ul style="list-style-type: none"> <li>▪ We continued with: <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 extensively supporting the work of the careers team.</li> </ul> </li> <li>▪ We looked for opportunities to develop further pathways within Hagley which can lead into our specialist schools, tertiary pathways programmes and tertiary study.</li> <li>▪ We continued to review our specialist schools programmes to ensure fitness for purpose.</li> </ul>	<p><b>Priority Groups</b></p> <ol style="list-style-type: none"> <li>1. We target transition to further learning and pathways for the following priority groups in 2020: <ul style="list-style-type: none"> <li>- Māori and Pasifika students</li> <li>- Students enrolled in STEM courses</li> <li>- Tertiary pathways students whose goal is entry to university via Catch Up College and UC@Hagley.</li> <li>- Students enrolled in Hagley's pre-professional specialist schools</li> <li>- CALD students joining Hagley in Years 12 and 13 enrolled in academic programmes.</li> </ul> </li> </ol> <p><b>School Improvement Data Collection</b></p> <ol style="list-style-type: none"> <li>2. We collect information on transitions for these priority groups.</li> </ol> <p><b>School Improvement Actions</b></p> <ol style="list-style-type: none"> <li>3. Informed by information gathered, we implement the following: <ul style="list-style-type: none"> <li>- A careers-led transition plan is introduced for students leaving during the school year without NCEA Level 2 or without clear, valid transitions / pathway destinations.</li> <li>- Reviewing and redeveloping existing programme design to improve pathway opportunities.</li> <li>- Looking for opportunities to develop further pathways within Hagley which provide new pathway opportunities, as well as lead into our specialist schools, tertiary pathways programmes and tertiary study.</li> </ul> </li> </ol> <p><b>School Improvement Data Review</b></p> <ol style="list-style-type: none"> <li>4. Analysis and review of pathway opportunities and students' successful transitions to further learning and pathways guide the direction of improvements.</li> </ol>	<ul style="list-style-type: none"> <li>▪ We expand our NCEA<sup>viii</sup> based and other pathway options offered at Hagley, aimed at both adolescent and adult learners.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ We strengthen our partnerships with ITOs, businesses and tertiary institutions.</li> </ul>

## Strategic Goal 6: Enact Hagley's values

<i>2019 Targets</i>	<i>2019 Outcomes</i>	<i>2020 Targets</i>	<i>Four year strategic plan</i>
<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>	<ul style="list-style-type: none"> <li>▪ We continued to present our values through a bicultural lens, which included:           <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.</li> </ul> </li> <li>▪ We continued to use a range of awards and imagery around the school to promote our values, including their acknowledgement in school celebrations.</li> </ul>	<p><b>Priority Targets</b></p> <ol style="list-style-type: none"> <li>1. We enhance the relevance of our values and how they linked to our broader goals of developing global citizens who value social justice, sustainability, identity and cultural diversity.</li> <li>2. We make connections between our values and restorative classroom practice.</li> <li>3. We continue to present our values through a bicultural lens.</li> </ol>	<ul style="list-style-type: none"> <li>▪ 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>▪ 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>▪ In demonstrable ways across the College, our values of whakawhirinaki, mana, tika and whakamarumaru are given prominence.</li> <li>▪ In demonstrable ways across the College, it is clear that we celebrate difference, individuality and diversity.</li> <li>▪ 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> </ul>

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.

<i>2019 Targets</i>	<i>2019 Outcomes</i>	<i>2020 Targets</i>	<i>Four year strategic plan</i>
<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>	<ul style="list-style-type: none"> <li>▪ We continued to implement our designated character mandate in our enrolments and school operations.</li> <li>▪ We provided leadership for our kāhui akoix 'Te Taura Here o Ōtautahi'.</li> <li>▪ We continued to support FORTEX and HALCx to deliver quality learning programmes for diverse learners across the wider region.</li> <li>▪ We continued to develop Hagley's role as a turangawaewae to support migrant and refugee learners and communities.</li> <li>▪ We have successfully worked to secure: <ul style="list-style-type: none"> <li>– Official status for the Multicultural Hub, with Council confirmation that the support of a multicultural hub in Christchurch fits within the overall approach by the Council to the provision of community focused facilities</li> <li>– \$3m of Christchurch City Council funding from their capital programme and Capital Endowment Fund over the 2020 and 2021.</li> </ul> </li> </ul>	<p><b>Priority Targets</b></p> <ol style="list-style-type: none"> <li>1. We continue active input into Hagley's redevelopment.</li> <li>2. We are engaging in the first year of working towards addressing our kāhui ako's achievement challenges, which are aligned with our work towards our other strategic goals: <ul style="list-style-type: none"> <li>– Wellbeing: happy, safe and responsible akonga who are positive and have a strong sense of identity and belonging in Aotearoa.</li> <li>– Future focused education: communities working collaboratively to contribute to our inner city environment and surrounding areas.</li> <li>– Pathways: ākonga and whānau who successfully transition into our educational settings, within them and beyond them.</li> </ul> </li> <li>3. We continue to host and support regionally Forte [ITM] across schools' music programmes and HALC programmes, building community and workplace literacy.</li> <li>4. We continue to work towards the realisation of the Multicultural Hub to serve Christchurch's culturally and linguistically diverse communities.</li> </ol>	<ul style="list-style-type: none"> <li>▪ We enact our mandate and responsibility to act as a designated character school, meeting the needs of students of all ages across our region.</li> <li>▪ We enact our mandate and responsibility to act as an education hub for students, staff, whānau and communities across our region.</li> <li>▪ 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.</li> <li>▪ Our Education Brief is fully realised through Hagley's redevelopment.</li> </ul>

## GLOSSARY

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- <sup>i</sup> STEM: Science, Technology, Engineering Mathematics
- <sup>ii</sup> CTC: Canterbury Tertiary College, combining time at Ara and Hagley
- <sup>iii</sup> GATEWAY: Secondary programme that encourages ākonga to explore different employment/training options
- <sup>iv</sup> STAR: Secondary, Tertiary Alignment Resource. Ākonga explore different employment/training options
- <sup>v</sup> Catch Up College: short duration Hagley course for students to quickly complete UE requirements
- <sup>vi</sup> UC@Hagley: Certificate of University Preparation [CUP] programme taught in partnership by the University of Canterbury and Hagley
- <sup>vii</sup> ITO: Industry Training Organisation
- <sup>viii</sup> NCEA: National Certificate of Educational Achievement
- <sup>ix</sup> Kahui Ako: Community of Learning
- <sup>x</sup> FORTE: Forte Itinerant Teachers of Music unit based at Hagley serving Christchurch schools
- <sup>x1</sup> HALC: Hagley Adult Literacy Centre